G.W.Roberts
AM 1931 rob

BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

VOCATIONAL GUIDANCE AS ONE ASPECT OF THE MINISTER'S TASK

by

George Ashel Roberts
(B.R.E. Boston University 1928)

submitted in partial fulfilment of the
requirements for the degree of
Master of Arts
1931

BOSTON UNIVERSITY
COLLEGE OF LIBERAL ARTS
LIBRARY

Ser.

p6963

upstairs
378.744
BO
A.M. 1931
rob

CONTENTS

Chapter Page

Introduction----------1

I. The Nature of the Task----------4

A. Why Do People Work?----------6

B. How Do People Work?----------8

C. How Can We Help People Work More Effectively and Joyously?----------12

II. Qualifications a Minister as Vocational Guide Should Have----------15

A. Educational Qualifications----------15

B. Vocational Equipment----------17

C. Vocational Duties----------19

III. Educational Guidance----------21

A. Definite Life-work Motive and Preparation----------21

B. Judging Human Vocational Aptitudes--23

IV. Helping the Individual to Judge Himself------25

A. Self-analysis----------25

B. Self-analysis Charts----------26

1. Vocational-Guidance Self-Analysis Form opposite page 29

V. Occupational Guidance----------30

A. Vocational, Occupational and Job Analysis----------30

B. Answering Questions----------34

C. How To Get the Job----------35

CONTENTS

Chapter Page

Introduction----------1

I. The Nature of the Task----------4

A. Why Do People Work?----------4

B. How Do People Work?----------8

C. How Can We Help People Work More Effectively and Joyously?----------12

II. Qualifications a Minister as Vocational Guide Should Have----------15

A. Educational Qualifications----------15

B. Vocational Equipment----------17

C. Vocational Duties----------19

III. Educational Guidance----------20

A. Definite Life-work Motive and Preparation----------20

B. Guiding Human Vocational Aspirations--23

IV. Helping the Individual to Judge Himself----------28

A. Self-analysis----------28

B. Self-analysis Charts----------29

1. Vocational-Guidance Self-Analysis Form opposite page 29

V. Occupational Guidance----------30

A. Vocational, Occupational and Job Analysis----------30

B. Answering Questions----------34

C. How To Get the Job----------35

VI. Vocational Adjustment----------37

A. Adjusting the Maladjusted----------37

B. Increasing Efficiency----------38

C. Creating the Right Attitude----------39

D. Idealizing a Vocation----------41

VII. Summary----------45

Introduction.

What is man that we are mindful of him? This is a question which science is trying to answer at the present time. The history of scientific research shows man began by studying that which is farthest away from him--the stars. Then the astrologer-astronomer became the physicist and chemist--a discoverer of earthly substances. Interspersed with attempts at medicine he became a biologist. He studied life; but with that curious aloofness about himself he confined his study to the lower animals. At last, turning to the human world he became a sociologist. He studied human group life. Finally he came to the conclusion that since the human group was composed of individuals that if he was to understand group processes he needed to study individual man. So he arrived at last back at his real starting point--himself. He became psychologist.

If psychology is relatively a mere youth as compared to the other sciences its offspring vocational guidance is a new-born babe. Altho vocational guidance, as such, is only 22 years old we have hardly, as yet, begun to think of training our young people as individuals. We know that each person has differences which are at variance with every other personality. Yet we are not attempting to build up individuals who are expansive in all the fundamental aspects of life. And yet "civilization bears the ineradicable mark of men who used their heads. It promptly buries and forgets those who did not use their brains along with their brawn."(1)

---

(1) Laird, D. A., "Increasing Personal Efficiency," Harper & Brothers, N.Y. 1929 P. 4.

Introduction.

What is man that we are mindful of him? This is a question which science is trying to answer at the present time. The history of scientific research shows man began by studying that which is farthest away from him--the stars. Then the astronomer-astrologer became the physicist and chemist--a discoverer of earthly substances. Interspersed with attempts at medicine he became a biologist. He studied life; but with that curious aloofness about himself he confined his study to the lower animals. At last, turning to the human world he became a sociologist. He studied human group life. Finally he came to the conclusion that since the human group was composed of individuals that if he was to understand group processes he needed to study individual man. So he arrived at last back at his real starting point--himself. He became psychologist.

If psychology is relatively a more youth as compared to the other sciences its offering vocational guidance is a new-born babe. Altho vocational guidance, as such, is only 22 years old we have hardly, as yet, begun to think of training our young people as individuals. We know that each person has differences which are at variance with every other personality. Yet we are not attempting to build up individuals who are expansive in all the fundamental aspects of life. And yet "civilization bears the inevitable mark of men who used their hands. It promptly buries and forgets those who did not use their brains along with their brawn."(1)

---

(1) Laird, D. A., "Increasing Personal Efficiency." Harper & Brothers, N.Y. 1930 P. 4.

When we look about us and see old men doing heavy manual labor and young men shifting from one job to another trying to find an appealing work, we ask ourselves why hasn't someone helped both old and young in the conservation of human energies. Somebody should have helped each one to find his corner in the work of the world where each would be happy, contented and successful. It is strange that so few old men are trained in some kind of work which will lessen the amount of energy expended and which will allow a financial margin which will save them from hard work when they are mentally and physically unfit to do that work. The young man ought not to have to drift from one job to another before he finds work which is congenial and which offers opportunities for advancement of both the individual and society.

"An appalling number of young people are perplexed by the question, 'What vocation shall I enter?' second, a large number of persons are already engaged in callings that are uncongenial or unsuitable to them, third, a good many people hold the idea that everyone is cut out at birth for a particular occupation. If he finds this occupation he will succeed if he doesn't he will be a failure."(2) One has to choose a vocation after much careful thought and plan his life work even more carefully than he would his own home. It is high time that social workers and the socially minded ministers of our industrial age realize that in vocational adjustment lies the elimination of many social handicaps such as poverty, unemployment and in-

---

(2) Kitson, Harry D., "How to Find the Right Vocation" Harper & Brothers N.Y. 1929 P. 19.

When we look about us and see old men doing heavy manual labor and young men shifting from one job to another trying to find an appealing work, we ask ourselves why larger someone helped both old and young in the conservation of human energies. Somebody should have helped each one to find "his" corner in the work of the world where each would be happy, contented a successful. It is strange that so few old men are trained in some kind of work which will lessen the amount of energy expended and which will allow a financial margin which will save them from hard work when they are mentally and physically unfit to do that work. The young man ought not to have to drift from one job to another before he finds work which is congenial and which offers opportunities for advancement of both the individual and society.

"An appalling number of young people are perplexed by the question, 'What vocation shall I enter?' second, a large number of persons are already engaged in callings that are uncongenial or unsuitable to them, third, a good many people hold the idea that everyone is cut out at birth for a particular occupation. If he finds this occupation he will succeed if he doesn't he will be a failure."(2) One has to choose a vocation after much careful thought and plan his life work even more carefully than he would his own home. It is high time that social workers and the socially minded ministers of our industrial age realize that in vocational adjustment lies the elimination of many social handicaps such as poverty, unemployment and in-

---

(2) Kitson, Harry D., "How to Find the Right Vocation" Harper & Brothers N.Y. 1929 P. 19.

dustrial restlessness.

A youth should not be placed in a job like one would throw away an old hat just because that is the easiest way to dispose of him. Many industries and occupations are just as foreign to many people as they would be if they had been transported here from Mars. To eliminate this strangeness and acquaint individuals with their own special aptitudes, fitting the right sort of individuals into occupations affording the highest amount of success and joy is the aim of our study. Instead of depending on accident, luck or emotion our aim is to use reason and knowledge plus common sense. The purpose of this paper is to help people choose a vocational field in which to give a life of service to society. It purports to show how the minister trained as vocational guide can actually start people on the road to vocational success and a life of happiness.

CHAPTER I

The Nature of the Task

The vocational guidance movement was started in Boston in 1908 by Professor Frank Parsons of Boston University. He knew of hundreds of young men in his vicinity who needed guidance in choosing their life work. Consequently he opened his office to them and after listening sympathetically to their problems, he gave what advice he could. So universal seemed the need that Mr. Parsons conceived the idea of opening up offices in many other cities, placing in each office competent persons, and trying in a systematic way to assist youth in finding congenial and worth-while occupations through what he termed vocational guidance. If there is one thing of which we can accuse the "father of vocational guidance" of it is that his evaluations were on the whole too positive and too prescriptive. Continuous with and ever since 1908 correspondence, conferences, interviews, lectures, and educational courses in many colleges, have promoted the rapid spread of vocational guidance from Boston throughout the United States and the world.

I am assuming that every minister is interested in the kinds of work which men do. He is interested in everything that influences in a vital way the happiness and welfare of mankind. It follows then that such a minister will have time and will take time to devote himself to men and women who are laboring day in and day out. Those who are wresting

from industry a day's pay by the sweat of their bodies and the nerve-fatiguing use of their brains. The minister ought to spend more time with men while they are engaged in work. He is too much with books and luxury. He has little influence with men because he has so little in common with them. The way for the minister to reach the laboring man, and that term includes everyone with a work to do, is to have such a vital interest; to be informed about the work of each man and woman he comes in contact with that he can intelligently help each to feel that he is fulfilling an important and necessary part of the world's work. Vocational interest will then prove a new approach into the lives of men for the minister.

In order to be well-informed as to the vocations in general the minister as vocational guide must know the difference between vocational, occupational and job analysis. He will need to know how to differentiate the various aptitudes in making his judgment of human character. Furthermore he will need to know what personality types fit best and most efficiently into the various kinds of occupations. He will need to have personal approachableness, patience, tact and good common sense. The nature of his task as guide will be to obtain the best possible life work in the field in which each person seeking guidance is most vitally interested and prepared to work in. He will need to know how to help youth choose a vocational goal several years ahead of the time when he is to enter the vocation prepared for work.

Why Do People Work?

When we consider the question of why people work we must remember that natural environment only yields the necessities of life as the result of labor. "The necessity of some labor for the satisfaction of our wants is not imposed by political systems, or by the exploitation of the working classes; it is due to physical laws."(3) Men work to produce food for the sustentation of their bodies and those of their children. Men work for the clothing and shelter of themselves and their families. Men work toward a fair measure of success and fame in their worlds however large or small those worlds may be.

"The lives of great men show us that superior ability constitutes only a minor part of genius,--the rest is hard work. No man toils without some motive to drive him. Two men may be equally able, one is anxious to capitalize his ability while the other loafs complacently as he lets his talents go to seed."(4) Greatness is not thrust upon a man. It is something to be won under the impetus of some powerful drive. We are told that there are four great driving forces or desires in man's relation to society and his environment. These are the desires for self-expression, recognition, new experience and security.

---

(3) Russell, Bertrand, "Proposed Road to Freedom" Henry Holt & Co., N.Y. 1919 P. 86.

(4) Vaughan, W. F., "The Lure of Superiority," Henry Holt & Co., N.Y. 1928 P. 3.

Why Do People Work?

When we consider the question of why people work we must remember that natural environment only yields the necessities of life as the result of labor. "The necessity of some labor for the satisfaction of our wants is not imposed by political systems, or by the exploitation of the working classes; it is due to physical laws."(3) Men work to produce food for the sustentation of their bodies and those of their children. Men work for the clothing and a [illegible] of themselves and their families. Men work toward a fair measure of success and fame in their worlds however large or small those worlds may be.

"The lives of great men show us that superior ability constitutes only a minor part of genius,--the rest is hard work. No man toils without some motive to drive him. Two men may be equally able, one in anxiety to capitalize his ability while the other loafs complacently as he lets his talents go to seed."(4) Greatness is not thrust upon a man. It is something to be won under the impetus of some powerful drive. We are told that there are four great driving forces or desires in man's relation to society and his environment. These are the desires for self-expression, recognition, new experience and security.

---

(3) Russell, Bertrand, "Proposed Road to Freedom" Henry Holt & Co., N.Y. 1919 P. 86.

(4) Vaughan, W. F., "The Lure of Superiority," Henry Holt & Co., N.Y. 1928 P. 3.

We do not engage in business for our health but for what we get out of it. I am not speaking here from a materialistic standpoint alone. The desire to express himself may lead a man into teaching, preaching or politics not for monetary gain, but for the satisfaction and pleasure those professions afford him for adequate self-expression.

In like manner a vocation may be chosen because it brings to the participant the recognition of his ability by others. He may be considered an authority in his chosen field of endeavor. The remunerative side does not necessarily receive first consideration.

Just to use one's own creative powers, to experience new thrills and sensations, to make new discoveries is a never-ending source of delight to a certain type of personality. Our poets, painters, philosophers, inventors and research scientists belong to this class. No one would accuse them of being mercenary yet good fortune blesses some of them with an abundance of the currency used as a medium of exchange in this world.

But probably the drive which influences human kind most is that for security. There is nothing that affords more satisfaction to man then to feel that his family is well-fed, well-clothed and warm, and protected from the elements. Added to this primary satisfaction is another which comes to the person who is able by thrift and careful management to lay by enough to provide adequately for old age. Vocational security comes thru self-efficiency and self-sufficiency plus

We do not engage in business for our health but for what we get out of it. I am not speaking here from a [illegible] standpoint alone. The desire to express [illegible] may lead a man into teaching, preaching or politics not for monetary gain, but for the satisfaction and pleasure those professions afford him for adequate self-expression.

In like manner a vocation may be chosen because it [illegible] to the participant the recognition of his ability by others. He may be considered an authority in his chosen field of endeavor. The remunerative side does not necessarily receive first consideration.

Just to use one's own creative powers, to experience new thrills and sensations, to make new discoveries is a never-ending source of delight to a certain type of personality. Our poets, painters, philosophers, inventors and research scientists belong to this class. No one would ensure those of being mercenary yet good fortune blesses some of them with an abundance of the currency used as a medium of exchange in this world.

But probably the drive which influences human kind most is that for security. There is nothing that affords more satisfaction to man then to feel that his family is well-fed, well-clothed and warm, and protected from the elements. Added to this primary satisfaction is another which comes to the person who is able by thrift and careful management to lay by enough to provide adequately for old age. Vocational security comes from self-efficiency and self-sufficiency plus

a sharing with the less fortunate. To keep the successful man from becoming selfish it is necessary for him to share his earnings with the under-privileged, because only the accident of birth brings privileges to one and the lack of them to another.

Our industrial system is fast producing a depressed view of man. It is analogous to the master-toward-slave attitude of the old slave days in the South. Man is a mere cog in the industrial machine. If his life is crushed out what does it matter? Life is cheap and he can easily be replaced by another human cog. It is to prevent this soul-crushing mechanized view of humanity that every minister of God needs to be so concerned about. To eliminate the evils of industrial slavery and to stay the flood of humanity drifting from job to job are the reasons why the minister should help to bring about a spiritualized industrial order and a sympathetic direction of the vocational energies of mankind. "We are going to have a spiritualized industrial and economic order, or else a pseudo-spiritual and actually degraded religion."(5)

The workingman wants a job most of all. He wants security against poverty and old age. He wants respectability or the social recognition of his group. He wants amusements and recreations to relieve the daily routine of occupation. He desires better opportunities in life for his children than he

---

(5) Coe, G. A., "The Motives of Men"
Charles Scribner's Sons, N.Y. 1928 P. 141.

a sharing with the less fortunate. To keep the successful man from becoming selfish it is necessary for him to share his earnings with the under-privileged because only the accident of birth brings the pleasure to one and the lack of them to another.

Our industrial system is fast producing a depressed view of man. It is analogous to the master-toward-slave attitude of the old slave days in the South. Man is a mere cog in the industrial machine. If his life is crushed out what does it matter? Life is cheap and he can easily be replaced by another human cog. It is to prevent this soul-crushing mechanized view of humanity that every minister of God needs to be so concerned about. To eliminate the evils of industrial slavery and to stay the flood of humanity drifting from job to job are the reasons why the minister should help to bring about a spiritualized industrial order and a sympathetic direction of the vocational energies of mankind. "We are going to have a spiritualized industrial and economic order, or else a pseudo-spiritual and actually degraded religion."(5)

The workingman wants a job most of all. He wants security against poverty and old age. He wants responsibility or the social recognition of his group. He wants amusements and recreations to relieve the daily routine of occupation. He desires better opportunities in life for his children than he

---

(5) Coe, G. A., "The Motives of Men"
Charles Scribner's Sons, N.Y. 1902 P. 141.

has had. He likes to have a home, a cottage or an automobile that he can call his own. He takes pride in his handiwork, products of his own creative ability. The workingman wants as large a wage as he can get, but it is not true that this is his only all-consuming desire. When the worker demands reasonable hours of labor, decent working conditions, a living wage, collective bargaining and a share in the management of industries it is not a greedy and selfish demand, but a demand for fair-play and for justice. It is a demand for the bread his brain and brawn has earned.

How Do People Work?

People work for the joy that comes from knowing that their work has contributed something towards the welfare of mankind. But at the top of the capitalistic scale there is a certain group of worthless parasites who live on the money their parents have earned,--drones which the working man just like the worker-bee feels should either go to work or be placed in a sanitarium. Society prevents us from being as humane as the bees are, when by putting the drones out of their misery they rid the bee-society of its worthless members.

At the bottom of the capitalistic scale is another class of drones who refuse to work. I refer here to the crooks and tramps. This class is a total loss to society at large because besides being parasites it costs the United States a lot of money to prosecute criminals and

prevent vagrants from becoming public nuisances.

Every man should be afforded an opportunity to work at a respectable occupation. Care should be taken to see that each man was given the kind of work he would be happiest doing. Men who refuse to work should be placed in government institutions. Then instead of having people who apparently are trying to keep from working we would have more people who enjoy work for its own sake and because it brings social respectability. Many men have drifted into being crooks and vagabonds because no one has seemed to care and it has been the pathway of least resistence. The philosophy of "well, I get away with it" has them in its grip. Their inferiority complex has mastered them and it has not given them the incentive to excel in some chosen niche in the work of the world.

"Constructive work requires effort and a man does not exert himself unless there is some reason to do so, some need to fulfill,--perhaps a wife to prod him on to extend himself."(6) The person who cannot be happy until he has driven away his inferiority feelings has one element of success in his favor,--he is aroused by the work in which he hopes to achieve success.

Some people work in a half-hearted, indifferent, inefficient way. When the boss is around they try to deceive him by appearing to be very busy. Poor work is sometimes traceable to

---

(6) Vaughan, W. F., "The Lure of Superiority" Henry Holt & Co., N.Y. 1928 P. 88.

the fact that many workers are not adapted nor adaptable to their work. Inefficiency may be traceable to many different elements such as a long working day; meager pay for the amount of work required; inability to adjust personality to other personalities about him; organic deficiency of one's physical makeup; lack of interest in the kind of work one does.

"Some people are unusually susceptible to accidents on the jobs at which they are working and hence are in this respect at least unsuited to the jobs."(7) This type of person has given rise to the terms "fool-proof machines" and "fool-proof jobs." But sometimes a person is not happy in his work, neither is he suited as far as his interests are concerned and as a consequence of day-dreaming and carelessness he is the victim of accidents. The vocational guide will attempt to analyze the cause of the maladjustment of such a person and try to make the proper adjustments.

Another portion of mankind since the Garden of Eden episode has considered work a curse instead of a blessing. This type of individual has not been interested in work and has tried to avoid it. It is a happy circumstance for the progress and happiness of society that this attitude is not present in all human beings. However there are altogether too many big-hearted people in the world who are fostering

---

(7) Kitson, H. D., "The Psychology of Vocational Adjustment" J. B. Lippincott Co., Phila. 1925 P. 19.

laziness by giving food and clothing to the indolent and lazy. Instead one should see that the welfare agency furnished such people with work.

There is another group of individuals who have somehow gotten into "blind-alley" jobs. Occupations with no opportunities for advancement hamper the progress and happiness of achieving men. Just how to avoid and how to get out when once in such compromising positions is another problem I hope to solve in this paper.

Some people work at a hectic pace to accomplish little enough both from their own personal standpoint and from the standpoint of their employers. The right kind of vocational instruction will teach the over-energized and the temperment-ally nervous person to study his work to see how he can make every movement and every thought concerning his work count for efficiency in production.

But the vast majority of people are happy in their work. This type gives more than value received in return for their wages. These are always alert for the improvement of their product and take a personal interest in the welfare of the organization as a whole. These are the vocationally adjusted people who achieve success and fame in whatever field of endeavor they labor. With this kind of people we hope to replenish the earth.

Listening by eighty-foot sea-liners to the bandings and irony. Instead one should say that the welfare among fortunate men depends with ease.

There is another group of individuals who have somewhat to "third-party" jobs. Occupations with no opportunities for advancement hamper the progress and happiness of achieving men. Just how to avoid and how to get out once in such a depressing predicament, a matter problem I hope to solve in this paper.

Some people work at a hectic pace to accomplish little enough both from their own personal standpoint and from the standpoint of their employers. The right kind of vocational instruction will teach the over-energized and the temperamentally perverse person to study his work to see how he can make every effort and every thought concerning his work account for efficiency in production.

But the vast majority of people are happy in their work. This type gives more than value received in return for their wages. Those are always alert for the improvement of their labor and take a personal interest in the welfare of the organization as a whole. These are the vocationally adjusted people who achieve success and fame in whatever field of endeavor they labor. With such kind of people we hope to reclaim the earth.

How Can We Help People Work More Effectively and Joyously?

There are two general paths which are being followed today in the choice of vocations. One is the trial and error method and the other is the scientific choice and preparation for a definite life work. One is the hit and miss, slip-shod, take-what-comes method of choosing work; the other is the reasonable, careful planning of a life career. Men should not be forced because of lack of opportunity to become slaves of the machine. No truer word was ever spoken then that by the eminent Einstein who said that men are slaves of machines and have not used science to emancipate themselves from the coercive power of machinery.(8) Vocational guidance in its various applications is one scientific way of emancipating industrial slaves.

What are the essentials in choosing a vocation? First of all a vocational field ought to be decided upon several years before one enters the chosen field. Guidance will assist in determining the field and the specialized branch of it. There are many things to consider in choosing a vocation.

In brief, instead of letting the job pick the man, the man must pick the job. The vocationally wise man will not pick any job that offers a day's pay, but he will decide

---

(8) Boston Herald, Feb. 18, 1931
Reported as quotation from Einstein

How Can We Help People Work More Effectively and Joyously?

There are two general paths which are being followed today in the choice of vocations. One is the trial and error method and the other is the scientific choice and preparation for a definite life work. One is the hit and miss, slip-shod, take-what-comes method of choosing work, the other is the reasonable, careful planning of a life career. Men should not be forced because of lack of opportunity to become slaves of the machine. No truer word was ever spoken than that by the eminent Einstein who said that men are slaves of machines and have not used science to emancipate themselves from the coercive power of machinery.(8) Vocational guidance in its various applications is one scientific way of emancipating industrial slaves.

What are the essentials in choosing a vocation? Most of all a vocational field ought to be decided upon several years before one enters the chosen field. Guidance will assist in determining the field and the specialized branch of it. There are many things to consider in choosing a vocation.

In brief, instead of letting the job pick the man, the man must pick the job. The vocationally wise man will not pick any, but that offers a style way, but he will decide

---

(8) Boston Herald, Feb. 18, 1931
Reported as quotation from Einstein

where his vocational interests are. He will analyze his own assets and short-comings. He will know the advantages and disadvantages of his chosen work. He will prepare himself adequately to over come all personal as well as job handicaps; and barring accidents will in the end achieve some measure of success.

CHAPTER II

The Qualifications a Minister As Vocational Guide Should Have.

Educational Qualifications.

The minister's preparation for vocational counseling should include psychology, sociology, economics, industrial problems, educational theory and technique, vocational guidance in theory and practice, vocational information, and occupational survey. Combined with these studies he will need to have good every-day common sense. The first objection which will be raised is that the minister hasn't time to study all these phases of vocational guidance. Of course he hasn't if he doesn't want to, but there is one thing I've noticed about human nature and that is that we always find time to do the things we want to do. Another thing which I've noticed about the ministry is that there is a great deal of lost motion in the business of the profession. Altogether too much leisure time is wasted.

Perhaps the minister has deplored the fact that men are leaving the church. Do you want me to tell you one way in which you can interest men in your work and God's? It is just this, get interested in the <u>work</u> men are doing. Guide the vocational interests of youth into the right pathways. Do you not remember the joy and sense of security which you had when you finally decided to enter the ministry as your chosen life work? To help others find that same happiness and security in their chosen work whatever

CHAPTER II

The Qualifications a Minister Has

Vocational Guidance Needs.

Educational Qualifications.

The minister's preparation for vocational counseling should include psychology, sociology, economics, industrial problems, educational theory and technique, vocational guidance in theory and practice, vocational information, and occupational survey. Combined with these studies he will need to have good every-day common sense. The first objection which will be raised is that the minister hasn't time to study all these phases of vocational guidance. Of course he hasn't if he doesn't want to. But there is one thing I've noticed about human nature and that is that we always find time to do the things we want to do. Another thing which I've noticed about the ministry is that there is a great deal of lost motion in the business of the profession. Altogether too much laborie time is wasted.

Perhaps the minister has to bored the fact that men are leaving the church. Do you want me to tell you one way in which you can interest men in your work and God's? It is just this. Get interested in the <u>work</u> men are doing. Study the vocational interests of youth into the right pathway. Do you not remember the joy and sense of security which you had when you finally decided to enter the ministry as your chosen life work? Do half others find that same happiness and security in their chosen work whatever

that work may be ought to be one of your tasks.

There are certain personal qualities both native and acquired which the minister as vocational guide should have if he is to be a successful counselor. The vocational counselor must be tactful in his interviews with employers, parents, and in dealing with those seeking advice. He will need to be resourceful and ready to meet any situation which may arise. He will need to be sympathetic and sincere in his efforts to advise people what kind of work to do. He will need to have patience with the indecisions of adolescent youth. He will need to be scientific in collecting and arranging occupational information for use.

The minister as counselor will know that vocational analysis is an analysis of a profession or trade; that occupational analysis has to do with the analysis of a specialized occupation within a profession or trade; and that job analysis is the analysis of a particular operation within an occupation.

A complete vocational analysis requires several angles of approach.

1. The physical approach will consider the length of the working day, the number of pounds which must be lifted during the day, congenial surroundings.
2. The physiological point of view will consider muscular, visual and auditory responses required, and the occupational diseases if any.

that work may be ought to be one of your tasks.

There are certain personal qualities both native and acquired which the minister as vocational guide should have if he is to be a successful counselor. The vocational counselor must be tactful in his interviews with employers, parents and in dealing with those seeking advice. He will need to be resourceful and ready to meet any situation which may arise. He will need to be sympathetic and sincere in his efforts to advise people what kind of work to do. He will need to have patience with the indecisions of adolescent youth. He will need to be scientific in collecting and arranging occupational information for use.

The minister as counselor will know that vocational analysis is an analysis of a profession or trade; that occupational analysis has to do with the analysis of a specialized occupation within a profession or trade; and that job analysis is the analysis of a particular operation in an occupation.

A complete vocational analysis requires several angles of approach.

1. The physical approach will consider the length of the working day, the number of pounds which must be lifted during the day, occupational surroundings.

2. The physiological point of view will consider muscular, visual and auditory requirements, and the occupational diseases if any.

3. The economic angle will consider the earnings and opportunities offered.
4. The social approach will consider the human associations involved, contacts with co-workers and the general public, the social status of the occupation.
5. The psychological point of view will consider the degrees of intelligence required, habits to be acquired, emotional strains to be endured, mental fatigue accruing from the work.

Vocational Equipment.

Each minister should have a section of his library set aside especially for vocational literature. It ought to contain as many as possible of the following selected books.

1. Allen, F. J., "A Guide to the Study of Occupations," Harvard University Press 1921.
2. Bureau of Vocational Information, N.Y. 1924, "Training for the Professions and Allied Occupations."
3. Edgerton, A. H., "Vocational Guidance and Counseling," Macmillan Co., N.Y. 1926.
4. Hollingworth, H. L., "Judging Human Character," D. Appleton & Co., N.Y. 1923.
5. Jones, A. J., "Principles of Guidance,"

2. The economic angle will consider the earnings and opportunities offered.

4. The social approach will consider the human associations involved, contacts with co-workers and the general public, the social status of the occupation.

5. The psychological point of view will consider the degree of intelligence required, habits to be acquired, emotional strains to be endured, mental fatigue resulting from the work.

Vocational Equipment.

Each minister should have a section of his library set aside especially for vocational literature. It ought to contain as many as possible of the following selected books.

1. Allen, F. L., "A Guide to the Study of Occupations," Harvard University Press 1921.

2. Bureau of Vocational Information, N.Y. 1924, "Training for the Professions and Allied Occupations."

3. Edgerton, A. H., "Vocational Guidance and Counseling," Macmillan Co., N.Y. 1926.

4. Hollingworth, H. L., "Judging Human Character," D. Appleton & Co., N.Y. 1922.

5. Jones, A. J., "Principles of Guidance,"

McGraw-Hill Book Co., N.Y. 1930.

6. Kitson, H. D., "The Psychology of Vocational Adjustment," J. B. Lippincott Co., Phila., 1925.

7. Kitson, H. D., "How to Find the Right Vocation," Harper & Brothers, N.Y. 1929.

8. Laird, D. A., "Increasing Personal Efficiency," Harper & Brothers, N.Y. 1929.

9. Maverick, L. A., "The Vocational Guidance of College Students," Harvard University Press 1926.

10. Snedden, D., "Vocational Education," Macmillan Co., N.Y. 1920.

11. Teeter, V. A., "A Syllabus on Vocational Guidance," Macmillan Co., N.Y. 1928.

12. Terman, L., "The Measurement of Intelligence," Houghton Mifflin Co., Boston 1916.

13. Vaughan, W. F., "The Lure of Superiority," Henry Holt & Co., N.Y. 1928.

14. White, W., "The Mechanisms of Character Formation," Macmillan Co., N.Y. 1926.

15. "Why Men Fail", Fishbein & White, Editors, Century Co., N.Y. 1928.

The minister ought to either compile his own questionaire for the Self-Analysis of his client or have on hand several copies of Vocational Guidance Self Analysis Form put out by

McGraw-Hill Book Co., N.Y. 1930.

6. Kitson, H. D., "The Psychology of Vocational Adjustment," J. B. Lippincott Co., Phila., 1925.

7. Kitson, H. D., "How to Find the Right Vocation," Harper & Brothers, N.Y. 1929.

8. Laird, D. A., "Increasing Personal Efficiency," Harper & Brothers, N.Y. 1929.

9. Haverick, L. A., "The Vocational Guidance of College Students," Harvard University Press 1926.

10. Snedden, D., "Vocational Education," Macmillan Co., N.Y. 1920.

11. Teeter, V. A., "A Syllabus on Vocational Guidance," Macmillan Co., N.Y. 1928.

12. Terman, L., "The Measurement of Intelligence," Houghton Mifflin Co., Boston 1916.

13. Vaughan, W. F., "The Lure of Superiority," Henry Holt & Co., N.Y. 1928.

14. White, W., "The Mechanisms of Character Formation," Macmillan Co., N.Y. 1926.

15. "Why Men Fail", Hubbein & White, Editors, Century Co., N.Y. 1928.

The minister ought to either compile his own questionnaire for the Self-Analysis of his client or have on hand several copies of Vocational Guidance Self Analysis Form put out by

the J. C. Penny Foundation, 330 West 34st Street, N.Y. at a very small cost. The Vocational Guidance Magazine is a helpful one to have on hand. The Department of Labor at Washington will furnish much occupational information of value to the vocational guide. It is impossible for the vocational counselor to be too well equipped for his task of guiding the right type of personality into the right kind of vocation.

Vocational Duties.

Vocational guidance is organized common sense used to help each individual make the most of his abilities and opportunities. The ministerial guide will provide definite hours for interviews with youth and others of his parish who are seeking vocational adjustment. He will discuss educational plans and occupational interests with each individual. He will assist in selecting study programs. He will assist each one in selecting suitable educational and occupational literature and give advice about securing employment. He will conduct conferences for talks by specialists in various fields of endeavor.

"In conducting personal interviews one needs to remember that the art of the interview consists of

(a) Establishing a favorable rapport;

(b) discriminating between relevant and irrelevant questions and answers;

(c) the use of suggestive questions;

(d) making record of the facts;

(e) consistency in the form of the report;

(f) sagacious synthesis of independent items;

the J. C. Penny Foundation, 330 West 34th Street, N.Y. at a very small cost. The Vocational Guidance Magazine is a helpful one to have on hand. The Department of Labor at Washington will furnish much occupational information of value to the vocational guide. It is impossible for the vocational counselor to be too well equipped for his task of guiding the right type of personality into the right kind of vocation.

Vocational Duties.

Vocational guidance is organized common sense used to help each individual make the most of his abilities and opportunities. The ministerial guide will provide definite hours for interviews with youth and others of his parish who are seeking vocational adjustment. He will discuss educational plans and occupational interests with each individual. He will assist in selecting study programs. He will assist each one in selecting suitable educational and occupational literature and give advice about securing employment. He will conduct conferences for talks by specialists in various fields of endeavor.

"In conducting personal interviews one needs to remember that the art of the interview consists of

(a) Establishing a favorable rapport;

(b) discriminating between relevant and irrelevant questions and answers;

(c) the use of suggestive questions;

(d) making record of the facts;

(e) consistency in the form of the report;

(f) suggestive synthesis of independent items;

(g) typical reaction to the whole appearance and attitude of the candidate."(9)

A few essential things to remember are:

1. Happiness in the chosen work is a necessity for the success and achievement of the one being guided.
2. Guide away from the over-crowded vocations as much as possible.
3. Insist upon a thorough and adequate preparation for the vocation.
4. Choose a vocation for your client in which he has many possibilities to make good.
5. Keep your client away from the so-called blind-alley jobs.
6. Point out the necessity of continuous study as one of surest aids to advancement in any vocation.

---

(9) Hollingworth, H. L., "Judging Human Character," D. Appleton & Co., N. Y. 1923 P. 87.

CHAPTER III

Educational Guidance.

Definite Life-Work Motive and Preparation.

The greater share of vocational literature is written from the educational standpoint. Therefore the minister in seeking information on educational guidance will have to do a good bit of selective choosing in preparing himself for educational guide. Then, too, since our educational institutions are continually changing their curriculum he will have to keep informed about such changes. He must be able to evaluate schools, colleges, and educational opportunites scientifically.

Each individual who cares to amount to anything ought to have a definite life-work motive. Mention has been made that each person to succeed must educate himself properly for his vocation. Here again he will need guidance by someone who understands the educational institutions, the literature and the requirement of the various occupational fields. Besides a general education each one will need guidance in the field of specialized training. College bulletins containing brief descriptions of courses offered will be sent on request to anyone desiring them. Inexpensive lecture courses and university extension courses are being given in nearly every large city and along many vocational lines so that no one need say he has not had educational opportunities.

CHAPTER III

Educational Guidance.

Definite Life-Work Motive and Preparation.

The greater share of vocational literature is written from the educational standpoint. Therefore the minister in seeking information on educational guidance will have to be a good bit of selective choosing in preparing himself for educational guide. Then, too, since our educational institutions are continually changing their curriculums he will have to keep informed about such changes. He must be able to evaluate schools, colleges, and educational opportunities scientifically.

Each individual who comes to amount to anything ought to have a definite life-work motive. Mention has been made that each person to succeed must educate himself properly for his vocation. Here again he will need guidance by someone who understands the educational institutions, the literature and the requirement of the various occupational fields. Besides a general education each one will need guidance in the field of specialized training. College bulletins containing brief descriptions of courses offered will be sent on request to anyone desiring them. Intensive lecture courses and university extension courses are being given in nearly every large city and along many vocational lines so that no one need say he did not had educational opportunities.

One way to prepare for a vocation is to study biography. By studying the lives of men in a given occupation one gets an idea of what he himself may achieve in that occupation. Good biography pictures the occupation in concrete terms. "If you would know what to avoid and how to profit by the mistakes of others study the biography of successful men. Study the lives of men of recent times. There are hundreds of new ones each year. Some very recent ones may be mentioned: actor--George Arliss, Eddie Cantor, Eleanor Duse; banker--John Pierpont Morgan; advertising man--Claude C. Hopkins; cartoonist--Bud Fisher; aviator--Charles Lindbergh, Wright Brothers; agriculturist--Luther Burbank; dancer--Isadora Duncan; engineer--Charles P. Steinmetz; movie actor--Harold Lloyd; muscian--John Philip Sousa, Paul Whiteman; retail merchant--John Wanamaker; singer-Emma Calve, Caruso; teacher and educator--Charles W. Eliot; scientist--Thomas Edison, Michael Pupin and so it goes. And any number of collective biographies such as: Eminent Doctors by Bettany; Story Lives of Master Muscians by Brower; Great Authors in Their Youth by Frank; Eminent Scientists of Our Time by Harrow; Famous Chemists by Roberts; Industrial Explorers by Holland."(10)

Biographical study has its limitations however since only the lives of famous men are available for study and the biographies of men of success in the trades have not been

---

(10) Kitson, H. D., "How To Find the Right Vocation," Harper & Brothers, N.Y. 1929 PP. 49-50.

One way to prepare for a vocation is to study biography. By studying the lives of men in a given occupation one gets an idea of what he himself may achieve in that occupation. Good biography pictures the occupation in concrete terms. "If you would know what to avoid and how to profit by the mistakes of others study the biography of successful men. Study the lives of men of recent times. There are hundreds of new ones each year. Some very recent ones may be mentioned: actor--George Arliss, Eddie Cantor, Eleanor Duse; banker--John Pierpont Morgan; advertising man--Claude C. Hopkins; cartoonist--Sud Fisher; aviator--Charles Lindbergh, Wright Brothers; agriculturist--Luther Burbank; dancer--Isadora Duncan; engineer--Charles P. Steinmetz; movie actor--Harold Lloyd; musician--John Philip Sousa, Paul Whiteman; retail merchant--John Wanamaker; singer--Emma Calve, Caruso; teacher and educator--Charles W. Eliot; scientist--Thomas Edison, Michael Pupin and so it goes. And any number of collective biographies such as: Eminent Doctors by Bettany; Story Lives of Master Musicians by Brower; Great Authors in Their Youth by Frank; Eminent Scientists of Our Time by Harrow; Famous Chemists by Roberts; Industrial Explorers by Holland."(10)

Biographical study has its limitations however since only the lives of famous men are available for study and the biographies of men of success in the trades have not been

---

(10) Kitson, H. D., "How To Find the Right Vocation," Harper & Brothers, N.Y. 1929 pp. 49-50.

written to any large extent. The way to offset this lack of material is interview personally successful tradesmen whose ability you respect and who will tell you frankly the advantages and disadvantages of their jobs.

The educational guide will record and synthesize data concerning individuals collected from school records, psychological tests, self-analysis charts, cumulative information and evaluate them scientifically. He will also "collect occupational information and make it available to his clients thru surveys, bulletins, opportunity literature, employment problems thru excursions, reports, charts, moving pictures showing industrial opportunities."(11)

Judging Human Vocational Aptitudes.

Previous to judging the personal aptitudes of an applicant the interviewer must have made a complete job analysis with definite specified needs to enable him to know what information to look for which bears directly on the candidates suitability. One should avoid laying down general statements of precise relative validity attaching to judgments of various traits.

The guide will be helped in his judgment of vocational aptitudes by a scientific use of trade tests and intelligence tests and score cards. He will need to consider the reasons for the applicants choice of a vocation, the environmental influence on the choice of a career. He will test the concentration, neatness, honesty, interest, initiative, ambition, persistence, reliability and stability of the applicant by

---

(11) Edgerton, A. H., "Vocational Guidance and Counseling," Macmillan Co., N.Y. 1926 P. 51.

written to any large extent. The way to offset this lack of material is interview personally successful businessmen whose ability you respect and who will tell you frankly the advantages and disadvantages of their jobs.

The educational guide will record and systematize data concerning individuals collected from school records, psychological tests, self-analysis charts, cumulative information and evaluate them scientifically. He will also "collect occupational information and make it available to his clients from surveys, bulletins, opportunity literature, employment problems, excursions, reports, charts, moving pictures showing industrial opportunities."(11)

Judging Human Vocational Aptitudes.

Previous to judging the personal aptitudes of an applicant the interviewer must have made a complete job analysis with definite specified needs to enable him to know what information to look for which bears directly on the candidates suitability. One should avoid laying down general statements of precise relative validity attaching to judgments of various traits.

The guide will be helped in his judgment of vocational aptitudes by a scientific use of trade tests and intelligence tests and score cards. He will need to consider the reasons for the applicants choice of a vocation, the environmental influence on the choice of a career. He will test the concentration, neatness, honesty, interest, initiative, ambition, perseverance, reliability and stability of the applicant by

---

(11) Edgerton, A. H., "Vocational Guidance and Counseling," Macmillan Co., N.Y. 1920 P. 91.

the use of a rating scale or any other method available.

There may be certain physical traits which may aid or hinder one in some vocations. We need to bear in mind that vocational aptitudes are not a part of one's ready-made inheritance. Certain tendencies may be there, but not the full-blown abilities. "Every person of average general ability possesses multitudes of special capacities and can develop many other abilities. All of these with their many possible combinations may help him to adjust himself in a large number of vocations."(12)

In judging aptitudes one must consider individual interests as entities in vocational adjustment. Interests in vocations are modified by experience. An individual may be equally interested in a number of vocations. Vocational interest is only one of many factors in vocational adjustment and must be considered with intelligence and other forms of ability. "Vocational adjustment requires that the individual be considered from all points of view: economic, social, physical, physiological and psychological."(13)

---

(12) Kitson, H. D., "The Psychology of Vocational Adjustment," J. B. Lippincott Co., Phila. 1925 P. 139.

(13) Ibid P. 174.

the use of a rating scale or any other method available.

There may be certain physical traits which may aid or hinder one in some vocations. We need to bear in mind that vocational aptitude are not a part of one's ready-made inheritance. Certain tendencies may be there, but not the full-blown abilities. "Every person of average general ability possesses multitudes of special capacities and can develop many other abilities. All of these with their many possible combinations may help him to adjust himself in a large number of vocations."(12)

In judging aptitudes one must consider individual interests as entities in vocational adjustment. Interests in vocations are modified by experience. An individual may be equally interested in a number of vocations. Vocational interest is only one of many factors in vocational adjustment and must be considered with intelligence and other forms of ability. "Vocational adjustment requires that the individual be considered from all points of view: economic, social, physical, physiological and psychological."(13)

---

(12) Kitson, H. D., "The Psychology of Vocational Adjustment," J. B. Lippincott Co., Phila. 1925 p. 139.

(13) Ibid p. 174.

CHAPTER IV

Helping the Individual To Judge Himself.

Self-Analysis.

When vocational guidance was in its infancy the method was to catalog types of personality and types of occupations. After the personal interviews supplied sufficient data the client was allowed to go. The interviewer then drew out of their respective pigeon-holes his catalog of personality types and the occupational requirements and tried to fit his client's aptitudes into one of the occupations. The one he seemed to fit the best he was advised to go into on the next day of the interview.

The principles used haven't changed radically even today, but the method has. There is a definite emphasis on allowing the individual to make his own self-evaluation. This self-study includes

(1) his aptitudes, abilities, interests, ambitions, resources, limitations and their causes;

(2) an understanding of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work;

(3) reasoning and common sense on the relationship of these two groups of facts.

CHAPTER IV

Helping the Individual To Judge Himself.

Self-Analysis.

When vocational guidance was in its infancy the method was to catalog types of personality and types of occupations. After the personal interview supplied sufficient data the client was allowed to go. The interviewer then drew out of their respective pigeon-holes his catalog of personality types and the occupational requirements and tried to fit his client's aptitudes into one of the occupations. The one he seemed to fit the best he was trained to go into on the next day of the interview.

The principles used haven't changed radically even today, but the method has. There is a definite emphasis on allowing the individual to make his own self-evaluation. This self-study includes

(1) his aptitudes, abilities, interests, ambitions, resources, limitations and their causes;

(2) an understanding of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work;

(3) reasoning and common sense on the relationship of these two groups of facts.

The guide will offer suggestions and give advice when he is asked for it.

Self-Analysis Charts.

One type of questionaire for self-analysis can be found in V. A. Teeter, "A Syllabus on Vocational Guidance." Macmillan Co., N.Y. 1928. Chapter 4 quoted herewith:

"1. Name_____ Sex_____ Age_____

2. Home Address_____ Telephone_____

3. Occupation of parent or guardian_____

4. Occupations of other relatives which interest you_____

5. Have any of your ancestors been gifted in any particular line?_____ If so, what?_____

6. Can you see any inherited tendency or ability in your own life?_____

7. What are your reasons for going to school?_____

8. What school subjects do you dislike most?_____

9. What school subjects do you like most?_____

10. Are you studious by nature or is studying hard for you?_____

11. What claims most of your attention studies, outside activities such as social, athletics, etc.?_____

12. Do you "get by" with little study or do you have to work hard to pass?_____

13. What sort of books and magazines do you read?_____

14. Have you a gift for music?_____

15. Have you a talent for art?_____

The guide will offer suggestions and give advice when he is asked for it.

Self-Analysis Charts.

One type of questionnaire for self-analysis can be found in V. A. Teeter, "A Syllabus on Vocational Guidance," Macmillan Co., N.Y. 1924. Chapter 4 quoted herewith:

"1. Name_____ Sex_____ Age_____

2. Home Address_____ Telephone_____

3. Occupation of parent or guardian_____

4. Occupations of other relatives which interest you_____

5. Have any of your ancestors been gifted in any particular line?_____ If so, what?_____

6. Can you see any inherited tendency or ability in your own life?_____

7. What are your reasons for going to school?_____

8. What school subjects do you dislike most?_____

9. What school subjects do you like most?_____

10. Are you studious by nature or is studying hard for you?_____

11. What claims most of your attention studies, outside activities such as social, athletics, etc.?_____

12. Do you "get by" with little study or do you have to work hard to pass?_____

13. What sort of books and magazines do you read?_____

14. Have you a gift for music?_____

15. Have you a talent for art?_____

16. Have you a mechanical ability?_____

17. Do you express yourself well in writing?_____

    In speech?_____

18. What can you do better than others of your age?_____

19. Are you timid, a "go-getter" or neither?_____

20. Have you a hobby?_____What?_____

    Why does it appeal?_____

21. Are you healthy?_____Are you strong physically?_____

    Name your handicaps if any_____

22. Do you like sports?_____

23. What vocations would your health prevent you from

    entering?_____

24. Do you stand straight or stooping?_____

25. Do you sit upright or loll in your chair?_____

26. Do you give much attention to dress?_____

27. Are you clean, about your person?_____

28. Is your voice soft or loud?_____Musical or

    unmusical?_____

29. Are you careful about pronouncing words clearly and

    correctly?_____

30. Can you readily enter into conversation with new

    people?_____Are you at ease with them?_____

31. Are you a good listener?_____

32. Do you grasp explanations quickly or not?_____

33. Are your manners in general quiet, noisy, boisterous,

    or self-assertive?_____

16. Have you a mechanical ability? _____

17. Do you express yourself well in writing? _____

in speech? _____

18. What can you do better than others of your age? _____

19. Are you timid, a "go-getter" or neither? _____

20. Have you a hobby? _____ What? _____

Why does it appeal? _____

21. Are you healthy? _____ Are you active physically? _____

Name your handicaps if any _____

22. Do you like sports? _____

23. What vocations would your health prevent you from entering? _____

24. Do you stand straight or stooping? _____

25. Do you sit upright or lazily in your chair? _____

26. Do you give much attention to dress? _____

27. Are you clean, about your person? _____

28. Is your voice soft or loud? _____ Musical or unmusical? _____

29. Are you worried about pronouncing words clearly and correctly? _____

30. Can you readily enter into conversation with new people? _____ Are you at ease with them? _____

31. Are you a good listener? _____

32. Do you express explanations quickly or not? _____

33. Are your answers in general quiet, noisy, boisterous, or self-assertive? _____

34. Is your smile frequent, rare or absent?_____
Natural or forced?_____Attractive or repellent?_____

35. Are you frank, kindly, cordial, respectful and courteous in word and action?_____

36. Do you look people frankly in the eyes?_____

37. Do you get along well with others?_____

38. Have you habits that may be disagreeable to others?_____

39. Do you get angry easily?_____

40. Are you tactful?_____

41. Are you hasty or impulsive?_____

42. Are you quick or slow in your movements?_____
In your mental processes?_____

43. Do you prefer to lead or share while someone else leads?_____

44. Can you concentrate well or not?_____

45. Do you stick to a job to the end?_____

46. What sort of work appeals most: methodical, repetitional or varied work?_____

47. Do you prefer mental or physical or work involving both?_____

48. Do you work well under pressure or leisure?_____

49. Are you self-reliant?_____

50. Have you a good memory for faces?_____facts?_____
figures?_____

51. What occupation does your mother want you to follow?_____

52. What occupation does your father want you to follow?_____

34. Is your smile frequent, rare or absent? _____

Natural or forced? _____ Attractive or repulsive? _____

35. Are you frank, kindly, cordial, cooperative and courteous in word and action? _____

36. Do you look people frankly in the eyes? _____

37. Do you get along well with others? _____

38. Have you habits that may be disagreeable to others? _____

39. Do you get angry easily? _____

40. Are you tactful? _____

41. Are you hasty or impulsive? _____

42. Are you quick or slow in your movements? _____

43. In your mental processes? _____

44. Do you prefer to lead or share with someone else lead? _____

45. Can you concentrate well or not? _____

46. Do you stick to a job to the end? _____

47. What sort of work appeals most: methodical, repetitional or varied work? _____

48. Do you prefer mental or physical or work involving both? _____

49. Do you work well under pressure or leisure? _____

50. Have you a good memory for faces? _____ Facts? _____ Figures? _____

51. What occupation does your mother want you to follow? _____

52. What occupation does your father want you to follow? _____

Vocational Guidance Self Analysis Form

J. C. Penney Foundation

330 West 34th Street, New York City Date.....

This is not a test; its purpose is to help young men and women establish an aim, face their own weaknesses, realize their strong points and guide them in the choice of a definite vocation. Be honest and thorough with yourself in answering these questions.

(NOTE: If more space is needed, please use the attached blank sheet. Mark your answer to correspond with the proper question and attach it to the questionnaire.)

Name ..... Age: Yrs. .....

Home Address: ..... (Street) (City) (State) (Population)

PERSONAL HISTORY.

1. Country of parents' birth: Father..... Mother.....
2. Education of Parents: Father..... Mother .....
3. Occupations in history of your family tree.....
   .....
   .....Father's occupation .....
4. Characterize your home as to size of family: Brothers.....Sisters.....Qualities, difference in ages, temperaments, etc. .....
   .....
   .....
   .....
5. Married? Yes..... No..... Number of dependents.....
6. Give names of three books you like best:.....
   .....
   .....
7. What magazines do you read?.....
8. How often do you use the public library?.....
9. How often do you go to a motion picture theatre?.....
10. Do you like music?..... What instrument do you play?.....
11. Religion? .....Denomination? .....Active in church?.....
12. Where have you lived most of your life? City..... Town..... Village..... Country.....
13. What special service are you giving or could you give in your
    (a) Home .....
    (b) Church .....
    (c) School .....
    (d) Community .....
14. Are you employed regularly?..... Or are you in school?.....
15. What particular problem or question prompted you to write us?.....
    .....
    .....
    .....

SCHOOL RECORD.

1. Like school? Yes..... No..... Why?.....
   (a) Three best subjects .....
   (b) Most difficult subjects .....
   (c) Major courses .....
2. Of all school activities (class-room, musical, literary, athletic, club, recreational, etc.), which did you like best?
   .....
3. Check (X) school courses you have completed: Grammar..... Preparatory or high school.....
   Normal school..... College (Name).....Graduate courses (specify such as Seminary, medicine, law, engineering, teaching, etc.)..... Extension courses.....
   Special schools (specify such as music, art, dancing, physical culture, secretarial).....
   .....
   .....

ANALYSIS OF WORK INTERESTS AND OCCUPATIONAL EXPERIENCE:

1. Employment Record

Employer	Position Held	Date Employed	Weekly Wage	Date Left	Reason for Leaving?

2. Present employment? ..... Weekly wage.....
3. What features of present work interest you most?.....
4. What features do you dislike?.....
5. How much of your total wages can you save?..... How much spent on self?.....
6. What system of saving do you have? Bank account..... Insurance..... Investments.....
7. How do you spend your summer vacations?.....
8. How do you spend your leisure time?.....
9. Name your hobby..... How much time do you devote to it?.....
10. Select three KINDS OF ACTIVITIES listed below* at which you think you would do best and at which you think you would be content to work permanently. Put the figure "1" before that group which you would place first for yourself. Place "2" before your second choice, and "3" before your third choice. Underscore specific occupation in each group you have checked.

    Remember the unpleasant features of the work and the conditions under which it would be carried on. Consider also whether you have the necessary health and strength, whether you can get the necessary training, and whether this occupation will give you the opportunity to utilize your good traits and follow your interests. Sometimes it is well to begin by excluding those you dislike.

.....*Religion*—incl. clergyman, priest, missionary, etc.
.....*Medicine*—incl. physician, surgeon, medical specialist, pharmacist, nurse, etc.
.....*Regulative Service*—incl. statesman, lawyer, civic officer, policeman, detective, soldier, sailor, etc.
.....*Pedagogy*—incl. elementary and secondary school teacher, college professor, tutor, etc.
.....*Arts*—incl. sculptor, painter, writer, composer, poet, etc.
.....*Engineering*—incl. architect, engineer, draftsman, clothing designer, etc.
.....*Applied Sciences*—incl. physicist, philologist, chemist, psychologist, geologist, etc.
.....*Personnel Work*—incl. personnel worker, vocationalist, social worker, recreational worker, resort proprietor, etc.
.....*Entertaining*—incl. actor, showman, musician, athlete, pugilist, lecturer, etc.
.....*Pseudo-Sciences*—incl. magician, spiritualist, gambler, astrologer, phrenologist, faith healer, etc.
.....*Purchasing*—incl. buyers of raw materials, livestock, food products, merchandise, real estate, specialist, etc.
.....*Publicity*—incl. advertising man, copywriter, publicity man, window decorator, etc.
.....*Sales* (Promotion)—incl. salesman of mechanical products, textiles, bonds, real estate, service, insurance, specialties, etc.
.....*Trade* (Order Filling)—incl. banker, sales clerk of any retail product, merchandising man, etc.
.....*Clerical-executive Service*—incl. office clerk (general and specialized), credit man, secretary, secretary-stenographer, librarian, accountant, research worker, postal clerk, etc.
.....*Highway Transport*—incl. chauffeur, auto mechanic, teamster, hostler, etc.
.....*Rail Transport* (Steam, Street, Elevated, Subway)—incl. conductor, engineer, motorman, switchman, etc.)
.....*Marine Transport* (River, Harbor, Coastwise, Ocean)—incl. officer, engineer, seaman, canal attendant, longshoreman, boatman, etc.
.....*Aero Transport*—incl. balloonist, aeroplane pilot, etc.
.....*Wire Transport* (Telephone, Telegraph, Wireless)—incl. operator, messenger, inspector, etc.
.....*Building Maintenance*—incl. building superintendent, porter, watchman, house worker, stableman, etc.
.....*Mechanical Service*—incl. maintenance mechanic, motion-picture operator, elevator operator, stationary engineer, handy man, loader, etc.
.....*Personal Service*—incl. barber, masseur, laundry worker, governess, maid, guide, etc.
.....*Culinary Service*—incl. caterer, baker, butcher, cook, scullion, waiter, etc.
.....*Construction* (Buildings, Roads, Tunnels, Bridges, Cars, Railroads, Boats)—incl. contractor, mason, carpenter, paperhanger, roofer, painter, structural iron worker, electrician, plumber, glazier, blacksmith, etc.
.....*Manufacturing*
    a. *Metals and Metal Products*—incl. iron and steel worker, machinist, jeweler, aluminum worker, lead worker, etc.
    b. *Wood Products*—incl. wood worker, cork worker, musical instrument maker, upholsterer, rope maker, paper worker, etc.
    c. *Pottery Products*—incl. glass worker, brick worker, ivory worker, clay molder, artificial stone worker, etc.
    d. *Chemical Products*—incl. drug worker, fertilizer worker, paint worker, electricity worker, gas worker dynamite worker, etc.
    e. *Food Products*—incl. sugar refiner, grain miller, meat packer, fish curer, ice worker, cereal worker, tobacco worker, canner, etc.
    f. *Textiles and Clothing Products*—incl. furrier, textile worker, garment maker, shoe worker, carpet worker, artificial flower worker, knit goods worker, etc.
.....*Farming*—incl. dairy farmer, sugar cane grower, tobacco grower, garden truck grower, turpentine farmer, florist, etc.
.....*Animal Husbandry*—incl. cattleman, horse breeder, sheepman, poultry raiser, pet raiser, etc.
.....*Fishing*—incl. beachman, clam digger, oyster fisherman, frog catcher, seal fisherman, whaler, etc.
.....*Publishing*—incl. lithographer, etcher, photo-engraver, printer, bookbinder, etc.
.....*Mining*—incl. coal miner, precious metal miner, iron miner quarryman, oil miner, gas miner, etc.
.....*Lumbering*—incl. forester, chopper, sawyer, flume tender, raftsman, driver, etc.
.....Any other activity not listed.

.....

* This section reprinted from Chapter IV of VOCATIONAL SELF-GUIDANCE, by Douglas Fryer, Copyright, 1925, by J. B. Lippincott Company, Publishers.

11. What experience have you had in the field of your first choice?.....
12. Have you studied the requirements and opportunities in this field?..... If not, why?.....

ANALYSIS OF SCHOOL RECORD

Name.....Address.....

To be used in connection with Vocational Guidance Self Analysis Form

NOTE: Please have this sheet filled out by school principal, teacher, dean, or student counsellor and ask him to return it direct to us. The information given will be held in strict confidence. It is to be used as an aid in guiding the pupil in the choice of a definite vocation. We would appreciate frank and honest judgments.

1. Attitude of student toward (excellent, good, fair, poor, very poor):
   - (a) Classroom instruction .....
   - (b) Classmates .....
   - (c) Desirable ideals in life .....
   - (d) School in general .....
2. Diligence and perseverance .....
3. Marked School or vocational aptitudes: Specify in detail.....

.....

4. Have you met either parent or guardian?..... 5. Have you visited the home?.....
6. Attitude of parent toward the student.....
7. Student's attitude toward: Home..... School.....
8. Use following scale for rating student in each quality noted. Place a check (X) on the line at any point where you think it ought to be. It is not necessary to locate it at any of the division points or above descriptive phrase.

						No opportunity to observe
Success in scholastic attainment	Very superior	Superior	Average	Mediocre	Poor	
Success in being able to achieve according to ability	Full attainment		Mediocre work satisfies		Indifferent	
Success in initiating a task; ability to make suggestions for doing a thing in a better and different way	Resourceful	Occasionally suggests	Routine worker		Needs supervision	
Success in getting others to do what he (she) wishes	Displays marked ability to lead fellow students; makes things go	Sometimes leads in important affairs	Sometimes leads in minor affairs	Lets others take the lead	Probably unable to lead fellow students	
Success in accepting criticisms	Profits by them		Indifferent		Resentful	
How are you and others affected by his (her) appearance and manner?	Sought by others	Well liked by others	Liked by others	Tolerated by others	Avoided by others	

9. Check average scholastic grade as A(90-100)..... B(80-90)..... C(70-80).....
   D(60-70..... Failure.....
   Where does student rank in relation to rest of his class?.....
   Department in which he (she) does best work?.....
10. Psychological Test Record.

Test Used	Age at testing	Index of performance		
		I. Q.	Mental age	Percentile Rank, etc. (specify which)

11. What suggestions can you make which will be helpful in working with this student?.....

.....

.....

12. Habits of student that should be: corrected.....

.....

encouraged.....

.....

Filled out by ..... Position in school.....

Name of school .....

Address of school .....

To be returned to J. C. PENNEY FOUNDATION, 330 West 34th Street, New York City

VOCATIONAL GUIDANCE SELF ANALYSIS FORM—*Continued*

J. C. PENNEY FOUNDATION

(Use this sheet for any additional information and *number your answers* to correspond with the proper questions on the Self Analysis Form.)

YOUR OWN EXPERIENCE:

1. What do you plan to follow as your life work?.....
   (a) What motive led you to select this? Financial Rewards?..... Chance for Advanced Study?..... Chance for Self-Realization?..... Fame?..... Possibility for Unselfish Service?..... Social Position it gives?..... Other Motives?.....
   (b) What factors influenced your choice? Parent's desire? ..... Chance conversation?..... Prayer?..... Influence of Books or Magazine Articles?.....Study of your Natural Aptitudes?..... Friends' advice?.....
2. When did you make this final choice?.....
3. What vocation does your father want you to pursue? .....
4. What vocation does your mother want you to pursue? .....
5. Do your parents approve of the vocation you have chosen? .....
6. Have you a body in all respects sufficiently strong to enable you to do this work?.....
7. Will this vocation pay you enough money?.....
8. What value to the world in general and to your own community do you see in the vocation of your choice?.....
   .....
   .....
   .....
9. How many times have you changed your objective (course)? .....
   What have been the changes? 1..... 2..... 3.....
   Why did you shift?.....
10. Have you had help in determining your choice?.....
    From Whom?..... Dean?..... Faculty?..... Parents?.....
    Church?..... Friend?.....
    What was the nature of the help?.....
11. What would you do if finances could be disregarded?.....
    .....
    .....

YOUR OWN OPINION:

1. Many are drifting along unable to choose a life work. Some are finding that they are not interested in following for a life-time the work for which they were trained. What is the difficulty?.....
   .....
   .....
2. Dean Balliet says: "A man's vocation is not merely his means of securing a livelihood, but it is his most effective means of rendering to society the life service which every man owes to his kind. It is his chief means of realizing his life, its aims, its ambitions, and its duties."

   In the light of this statement, would you agree that the choice of a vocation involves responsibility to community, parents, friends, and God?..... Would you make the ultimate choice without consideration of these factors?..... Why or why not?.....
   .....
   .....
   .....

Personal Characteristics.

1. Am I a leader (in work, games, groups, and "stunts") or am I happier when another leads and I follow and help?
   .....
   .....
   .....
2. Am I a team man, can I cooperate?.....
3. Am I naturally obedient, following instructions readily? .....
   Or do I prefer to rely on my own judgment?.....
   (Answer honestly; both kinds of men are needed.)
4. Is it difficult to make my mind stick to a particular thing at a particular time?.....
5. Do I make a strong finish?.....or quit rather easily?.....
6. Is it easy and interesting for me to make new friends? .....
   Or do I prefer old friends and acquaintances?.....
7. As a rule, am I happier when I am with other people?..... Or when I am alone?.....
8. Can I get along with most people?.....
   What sort of persons annoy me most?.....

9. Thinking it over carefully, would I rate myself as extra good, fair, or poor on the following matters: (Note: Put a check (V) under Extra Good, Fair, or Poor for each quality in the list).

	Extra Good	Fair	Poor
Originality (Thinking things out for yourself. Having new ideas.)	.....	.....	.....
Punctuality (Being on time)	.....	.....	.....
Carefulness (Conscientious attention to details)	.....	.....	.....
Honesty (Acting on the square, not somewhat lax)	.....	.....	.....
Sociability (Friendliness toward others)	.....	.....	.....
Initiative (Having push. Starting things)	.....	.....	.....
Self-Confidence (Not over-dependent on others)	.....	.....	.....
Persistency (Stick-to-it-iveness)	.....	.....	.....

10. Check the phrases which describe you*

Worry considerably about mistakes	☐	Worry very little	☐	Do not worry	☐
Feelings easily hurt	☐	Feelings hurt sometimes	☐	Feelings rarely hurt	☐
Usually ignore feelings of others	☐	Consider them sometimes	☐	Carefully consider them	☐
Loan money to acquaintances	☐	Loan only to certain people	☐	Rarely loan money	☐
Rebel inwardly at orders from another, obey when necessary	☐	Carry out instructions with little or no feeling	☐	Enter into situation and enthusiastically carry out program	☐
When caught in a mistake usually make excuses	☐	Seldom make excuses	☐	Practically never make excuses	☐
Best-liked friends are superior to me in ability	☐	Equal in ability	☐	Inferior in ability	☐
Handle complaints without getting irritated	☐	Become annoyed at times	☐	Lose my temper at times	☐
Borrow frequently (for personal use)	☐	Borrow occasionally	☐	Practically never borrow	☐
Tell jokes well	☐	Seldom tell jokes	☐	Practically never tell jokes	☐
My advice sought by many	☐	Sought by few	☐	Practically never asked	☐
Frequently make wagers	☐	Occasionally make wagers	☐	Never make wagers	☐

* This section reprinted from VOCATIONAL INTEREST BLANK, by E. K. Strong, Jr., by permission of Stanford University Press, Publishers.

INFLUENCES WHICH HAVE SHAPED MY CAREER.

Experience shows that these questions can best be answered after thinking them over for several days. Influences which have been forgotten may thus come to mind and can be consciously recognized at their full value.

1. WHAT PERSONS have influenced most the development of my experience during childhood, and in what ways? .....

2. (a) Health—(check one) very healthful ..... good ..... fair ..... poor ..... physical defects.....

   (b) Specify any severe illness or operation.....

   (c) Any ill effects now of above?.....

   (d) What physical exercises do you get?.....

3. (a) WHAT EXPERIENCES were particularly important in shaping my inner life and development? Any accident or illness, sudden shock, someone's death, special loneliness or isolation, conditions of wealth or poverty, any particular injustice, early habits, moral temptations, illness or fears, congenial or uncongenial surroundings, my relations with women, or similar experiences? .....

   (b) What have been my experiences of greatest happiness—times when I feel my best?.....

4. In consideration of your life-work, have you been strongly influenced by admiration for some public character met with in reading or acquaintance?..... What was the nature of this influence?.....

By whom were you referred to the Foundation?.....

Give name and address of person (someone who knows you well) to whom we may write if we need further information.....

53. What occupation do you want to follow?_____

1st choice_____2nd choice_____

3rd choice_____4th choice_____

54. Give two reasons for choice?1._____2._____

55. Mention any other vocation which appeals to you?_____

56. Are you happy in your present work?_____

If not why?_____

57. Indicate previous employers below:

Occupation	How Long employed	Like or dislike
1.		
2.		
3.		
4.		
5.		

Another self-analysis chart which is more involved yet gives a more complete picture of the individual when filled out is the one called "Vocational Guidance Self-Analysis Form" put out by the J. C. Penney Foundation, 330 West 34th Street, New York City (see opposite page).

The guide must be careful not to influence in any way the person who is making his own analysis. The counselor's duties are to evaluate the answers made, to show the qualifications necessary in the specific field of work in which the individual is interested. The latter will be accomplished thru occupational guidance.

32. What occupation do you want to follow? _____

1st choice _____ 2nd choice _____

3rd choice _____ 4th choice _____

34. Give two reasons for choice#1. _____ 2. _____

35. Mention any other vocation which appeals to you? _____

36. Are you happy in your present work? _____

If not why? _____

37. Indicate preferences below:

Occupation	How long employed	Like or dislike
1.		
2.		
3.		
4.		
5.		

Another self-analysis chart which is more involved yet gives a more complete picture of the individual when filled out is the one called "Vocational Guidance Self-Analysis Form" put out by the J. C. Penney Foundation, 330 West 34th Street, New York City (see opposite page).

The guide must be careful not to influence in any way the person who is making his own analysis. The counselor's duties are to evaluate the answers made, to show the qualifications necessary in the specific field of work in which the individual is interested. The latter will be accomplished thru occupational guidance.

CHAPTER V

Occupational Guidance.

Vocational, Occupational and Job Analysis.

When a vocational analysis is desired the guide will supply a survey of the whole profession or trade. When an occupational analysis is asked for the guide will furnish an analysis of a specialized occupation within a profession or trade. But when a job analysis is called for the counselor will give an analysis of a particular operation within an occupation. Let's take up each type of analysis in the order named above.

For example, if we were to consider agriculture as a vocation to be analyzed we would consider the following factors:*

1. Importance to society: fundamental to human existence. All foods: meats, cereals, fruits, vegetables, teas, coffee; all clothing: silk, wool, cotton, linen, artificial silk; much building material: lumber, wall board, paper; many medicines, chemicals, important constituents of paints, etc. are agricultural products.
2. Divsions of the occupation: soil culture, timber, grains as wheat, rice, flax, corn, fruits, flowers, vegetables, cotton, hay, seed, plant breeding. Stock

---

*From Vocational Research of Class in Vocational Guidance, Boston University, S. R. E.

CHAPTER V

Occupational Outlaws.

Vocational, Occupational and Job Analysis.

When a vocational analysis is desired the guide will supply a survey of the whole profession or trade. When an occupational analysis is asked for the guide will furnish an analysis of a specialized occupation within a profession or trade. But when a job analysis is called for the counselor will give an analysis of a specialized operation within an occupation. Let's take up each type of analysis in the order named above.

For example, if we were to consider agriculture as a vocation to be analyzed we would consider the following factors:

1. Importance to society: Fundamental to human existence. All food: meats, cereals, fruits, vegetables, tea, coffee; all clothing: silk, wool, cotton, linen, artificial silk; much building material: lumber, wall board, paper; many machines, chemicals, important constituents of medicines, etc. are agricultural products.

2. Dangers of the occupation: Soil culture, tropics, growing or weed, rice, flax, corn, fruits, flowers, vegetables, cotton, hay, seed, plant breeding. Those

---

Microcurricular Research of Class in Vocational Guidance, Texas University, 1.9.

breeding as beef, sheep, poultry, bees, oysters, pearls, dairying. Teaching and research.

3. Actual tasks performed: Hard labor; drive machinery; use tools for all types of repair work on machinery, buildings, harness, fences, road building, etc. Handle stock, including feeding, cleaning stables, milking, cleaning animals, training. Work in soil; not only with large machines but hoeing, weeding, transplanting, watering, etc.

4. Gradations of labor; farm-hand, tenant farmer, farm operator, farm superintendent, farm owner. Many opportunities for initiative and originality. Practically no monotony. Variety provided and judgment and decision required in most tasks.

5. Working conditions: good, in the open air most of the time, and in close association with nature. Some tasks are dusty and some are dirty.

6. Necessary preparation: At least two summer's experience at actual farm labor, some theoretical training and

breeding as beef, sheep, poultry, bees, oysters, pearls, dairying. Teaching and research.

3. Actual tasks performed: Hard labor; drive machinery; use tools for all types of repair work on machinery, buildings, harness, fences, road building, etc. Handle stock, including feeding, cleaning stables, milking, cleaning animals, training. Work in soil; not only with large machines but hoeing, weeding, transplanting, watering, etc.

4. Gradations of labor; farm-hand, tenant farmer, farm operator, farm superintendent, farm owner. Many opportunities for initiative and originality. Practically no monotony. Variety provided and judgment and decision required in most tasks.

5. Working conditions: good, in the open air most of the time, and in close association with nature. Some tasks are dusty and some are dirty.

6. Necessary preparation: At least two summer's experience at actual farm labor, some theoretical training and

information. It is a great advantage to have spent a number of years as a youth on a farm and have at least an Agricultural High School education. Short courses, institutes, club work, Agricultural college should be added if possible. But many farmers have had nothing but the practical experience.

7. Method of entering the vocation: Most farmers aim to own their own farms, $2,000 or more capital is needed to begin renting or buying a small farm. This can be earned by several years farm labor at $450 to $650 plus living expenses. Fruit growing and stock raising take more initial capital.

8. Qualifications: reasonable robust health, industry, keen observation, mechanical ability, able to handle men, careful in details, optimism in the face of failures, ability to reason, thriftiness, public spirited, good character.

9. Present demand and probable future. Demand for variety of food products was never greater than at present. Busy season with long hours alternates with

slack season. A good farmer plans work for slack season. Farming has an unlimited future development.

10. Financial returns: From a bare existence on up to tens of thousands of dollars in yearly income. Income varies with the section of country, type of farm and ability of operator. Poverty on the farm less distressing than in city because it does not necessarily involve dark, cramped, unsanitary quarters and some food can always be produced.

11. Influences: Communities vary from backward to progressive. Contacts with nature always stimulating and especially to children raised on the farm. Schools, churches, telephone, radio, aeroplanes, daily rural mail, automobiles, good roads have generally done away with isolation.

What kinds of information should an occupational analysis contain? It should describe the nature of the work; pointing out its chief advantages and disadvantages. It should tell the general qualifications and special training needed such as: general education, technical training, manipulative skill and other qualities essential such as accuracy, neatness, initiative, persistence, reliability, "sticktuitiveness", etc.

An occupational analysis should note what provisions are made for learning "on the job"; opportunities for advancement; the regular, over-time and bonus wages paid; hours of work, the busy-slack seasonal demands in the work; the entrance age, time required to learn duties, fluctuation in supply and demand of workmen and the difficulties peculiar to the occupation.

Now we come to the analysis of a particular operation in an occupation or profession or the job analysis. A job analysis ought to include a good general description of the work; the machinery, tools and equipment used; the materials handled, motions made and times needed, wages offered, standards and amounts of output. Another thing it must consider is the relation of the job to the organization including such items as: congenial working conditions, labor troubles if any, effects of the job on the worker, sources and methods of selecting labor supply, form of management, payment plans and living plans, the sequence of operations.(14) It must be remembered that no vocation can be completely analyzed. Vocations are as evolutionary as life itself. Job analysis is a continuous process.

Answering Questions.

The vocational counselor will help his client to answer for himself and to his own satisfaction questions like the

---

(14) Adapted from Kitson, H. D., "The Psychology of Vocational Adjustment," P. 65.

An occupational analysis should note what provisions are made for learning "on the job"; opportunities for advancement; the regular, over-time and bonus wages paid; hours of work, the supervisional managerial demands in the work; the entrance age, time required to learn duties, fluctuation in supply and demand of workmen and the difficulties peculiar to the occupation.

Now we come to the analysis of a particular operation in an occupation or profession or the job analysis. A job analysis ought to include a good general description of the work; the machinery, tools and equipment used; the materials handled, motions made and times needed, wages offered, standards and amounts of output. Another thing it must consider is the relation of the job to the organization including such items as: congenial working conditions, labor troubles if any, effects of the job on the worker, sources and methods of selecting labor supply, form of management, payment plans and living plans, the sequence of operations.(14) It must be remembered that no vocation can be completely analyzed. Vocations are as evolutionary as life itself. Job analysis is a continuous process.

Answering Questions.

The vocational counselor will help the client to answer for himself and to his own satisfaction questions like the

---

(14) Adapted from Kitson, H. D., "The Psychology of Vocational Adjustment," P. 65.

following:

1. Is the chosen occupation satisfying from a life-service standpoint? Does it supply a social necessity?
2. Is the chosen work worthwhile from an economic viewpoint? Is there opportunity for advancement and increased salary? Is capital needed to start?
3. How many people in the United States are engaged in the work?
4. Does the work present health hazards?
5. Does the work provide opportunity to create and to make improvements?
6. What is the social status of the workers in the occupation?
7. Is the job permanent or temporary? Steady or seasonal?

How To Get A Job.

The prerequisite for any position is complete preparation for it. One must avoid blind alley jobs for with proper training you can start working in a suitable one. If you are already in a blind alley job study nights, after you have chosen a better vocation, and apply for work in your chosen field. However do not be too hasty about seeking employment.

Remember, you cannot be too well prepared. Then seek an opportunity rather than a job. "You should look for a particular job: first, one suited to your abilities, talents, and interests; and second, one which offers opportunity for future development and advancement."(15)

In applying for a job remember that you are selling your services. If it is by letter it must get the attention of the employer, hold his approving interest, awaken his confidence, and arouse him to action. If it is by personal interview when the employer asks you to tell him all about yourself, do it frankly and unhesitatingly. Be sure to tell him your age, education, experience which will help you on the job. Tell him the names of your former employers and your reasons for leaving and the salary you received. Tell him about your family life, married or single, children and if you are paying for a home, automobile, etc. Then when he asks you how much money you expect ask him, "What do you pay?" Do not tell too many irrelevant characteristics. The employer's time is valuable and you are trying to convince him that yours is also. Put your best foot forward. Be natural and good-natured. When you have inspired the employer's confidence and aroused him to action ask him, "When am I to begin work?" He will have to give a more or less definite answer. You will at least know your possibilities of getting the job.

---

(15) Kitson, H. D., "How To Find The Right Vocation," Harper and Brothers, N.Y. 1929 PP. 101-102.

Remember, you cannot be too well prepared. Then seek an opportunity rather than a job. "You should look for a position: first, one suited to your abilities, talents, and interests; and second, one which offers opportunity for future development and advancement."(14)

In applying for a job remember that you are selling your services. If it is by letter it must get the attention of the employer, hold his expecting interest, awaken his curiosity, and arouse him to action. If it is by personal interview when the employer asks you to tell him all about yourself, be in friendly and cheerfulness. Be sure to tell him your age, education, experience which will help you on the job. Tell him the name of your former employers and your reasons for leaving and the salary you received. Tell him about your family if married or single, children and if you are paying for a home, automobile, etc. Then when he asks you how much money you expect ask him, "What do you pay?" Do not tell too many irrelevant characteristics. The employer's time is valuable and you are trying to convince him that you are his man. Put your best foot forward. Be natural and good-natured. Then you have impressed the employer's confidence and arrange his to action ask him, "When am I to begin work?" He will have to give a more or less definite answer. You will at least know your possibilities of getting the job.

---

(14) Elrod, R. D., "How To Find The Right Vocation," Harper and Brothers, N.Y. 1936 pp. 101-102.

CHAPTER VI

Vocational Adjustment.

Adjusting the Maladjusted.

There are many people we see every day who just drag themselves to work because it brings the pay envelope at the end of the week.

Many young people are endowed with good minds, have a sense of responsibility, a willingness to follow through, and reason out their problems, but fail because they have never taken a wholesome interest in the affairs about them. Too many failures are due almost wholly to choosing the wrong vocation. "Unhappiness, mediocrity and failure would be obviated if employers would orient there employees when they start their first jobs."(16) The average person can turn his handicaps into assets if he will use them as a challenge to success. A recognized weakness will either make or break a person. To the weak it is an excuse. To the strong it is a spur, a challenge to make up for the deficiency.

There are people whom we might term job misfits. The wrong job blocks their road to success. It has been estimated that "about 20 per cent of the employees of mercantile establishments--and this is probably true of other organizations as well--are 'problem' individuals. They are out and out liabilities or potential liabilities to the business man."(17)

---

(16) Fishbein & White (Editors) "Why Men Fail," Century Co., N.Y. 1928 P. 65. Chapter by Arthur Ruggles.

(17) Ibid, Chapter by V. V. Anderson, P. 305.

CHAPTER VI

Vocational Adjustment.

Adjusting the Maladjusted.

There are many people we see every day who just drag themselves to work because it brings the pay envelope at the end of the week.

Many young people are endowed with good minds, have a sense of responsibility, a willingness to follow through, and respect our ideals, rules, but fail because they have never taken a wholesome interest in the affairs about them. Too many fail-ures are due almost wholly to choosing the wrong vocation. "Ordinary laws, sociocrity and failure would be obviated if employers would without fears employees when they start their first job."[16] The wherewith either can have all conditions into exactly it be will see them as a challenge to success. A recognized weakness will either make or break a person. To the weak it is an excuse. To the strong it is a spur, a challenge to make up for the deficiency.

There are people whom we might term job misfits. The world is filled their that is wrongness. It has been estimated that "about 40 per cent of the employees of certain-mills establishments--and this is probably true of other organi-zations as well--are 'ill-fitted' individuals. They are not are not liability or actually liabilities to the business."[17]

---

(16) Hubbard & Hubbard (Editors) "Say Men Hail." Century Co., N.Y. 1928 p. 40. Quoted by Arthur Higbee.

(17) Ibid. Quoted by V. V. Anderson, p. 300.

The reasons for job failure are many and varied; 15% are probably due to serious physical conditions which need medical care, but 85% lack specialized ability to perform the task and have personality deficiencies. Others lack that urge and definiteness of purposive work to do well the task at hand. The lack of an adequate drive, or misdirected energy, the presence of mental preoccupations, inferiority feelings, violent prejudices and emotional dissatisfactions dominate the personality make-up of job-misfits. To create healthy mental habits and right attitudes is one way the minister as guide can help to salvage job misfits. He can help them find vocations suited to their personalities.

Increasing Efficiency.

The minister will be able to help the vocationally trained individual laboring under difficulties to adjust himself to his environment. "Output is not going to be increased by laboring frantically and working oneself into a frenzy of activity. Just a simple trick here, the proper order there, thinking the right thing and doing it the right way."(18) The minister can inspire courage and fortitude to the laborer under difficulties. He can foster a healthy attitude toward the job. He can point out how necessary personal mental efficiency is, how necessary it is to adjust oneself to the intricacies of the work.

The minister as guide may make suggestions on how to keep

---

(18) Laird, D. A., "Increasing Personal Efficiency," Harper & Brothers, N.Y. 1929 2nd Edition, P. 5.

The reasons for job failure are many and varied: 15% are probably due to serious physical conditions which need medical care, but 85% lack specialized ability to perform the task and have personality deficiencies. Others lack that urge and definiteness of purposive work to do well the task at hand. The lack of an adequate drive, or misdirected energy, the presence of mental preoccupations, inferiority feelings, violent prejudices and emotional dissatisfactions dominate the personality make-up of job-misfits. To create healthy mental habits and right attitudes is one way the minister as guide can help to salvage job misfits. He can help them find vocations suited to their personalities.

Increasing Efficiency.

The minister will be able to help the vocationally trained individual laboring under difficulties to adjust himself to his environment. "Output is not going to be increased by laboring frantically and working oneself into a frenzy of activity. Just a simple trick here, the proper order there, thinking the right thing and doing it the right way."(18) The minister can inspire courage and fortitude to the laborer under difficulties. He can foster a healthy attitude toward the job. He can point out how necessary personal mental efficiency is, how necessary it is to adjust oneself to the intricacies of the work.

The minister as guide may make suggestions on how to keep

---

(18) Laird, D. A., "Increasing Personal Efficiency," Harper & Brothers, N.Y. 1929 2nd Edition, P. 3.

a job. On the negative side, one should avoid the use of alcohol and contracting social disease, and hunting for excuses. One should not work by fits and jerks, worry about work or keep things to himself. One should endeavor to keep physically fit, have some close friends, to play part of the time, aim high, have at least one hobby. Work steadily. Control your temper. Stand for what you believe to be right. Late even for the purpose of recreation is bad for efficiency. Proper rest is an absolute essential. The forenoon is the best time to do the most difficult work. Few people are doing their most. Are you?

Creating the Right Attitude.

One very important field in which the minister is equipped to work is from the inspirational standpoint. If anything crushes the spirit it is the multifarious monotonies of our machine age which thousands of workingmen are forced to endure. If anybody needs encouragement and the revivification of spirit the working men do. Where else can he get encouragement except thru the ministry and some few understanding souls. Merited praise does wonders toward making the worker beleive that he is appreciated and doing something worthwhile. But in order to get into the inner depths of the worker's heart the minister will have to gain and inspire his confidence. Recognize and remark about his merits. Tactfully suggest improvements. Be very careful when you point out shortcomings. Show how necessary it is to do one's best all the time. Create, if you can, for him a great enthusiasm for his work. Enthu-

a job. On the negative side, one should avoid the use of alcohol and contracting social disease, and hunting for excuses. One should not work by fits and jerks, worry about work or keep things to himself. One should endeavor to keep physically fit, have some close friends, to play part of the time, sin high, have at least one hobby. Work steadily. Control your temper. Stand for what you believe to be right. Late even for the purpose of recreation is bad for efficiency. Proper rest is an absolute essential. The forenoon is the best time to do the most difficult work. Few people are doing their most. Are you?

Creating the Right Attitude.

One very important field in which the minister is equipped to work is from the inspirational standpoint. If anything crushes the spirit it is the multifarious monotonies of our machine age which thousands of workingmen are forced to endure. If anybody needs encouragement and the revivification of spirit the working men do. Where else can he get encouragement except thru the ministry and some few understanding souls. Merited praise does wonders toward making the worker believe that he is appreciated and doing something worthwhile. But in order to get into the inner depths of the worker's heart the minister will have to gain and inspire his confidence. Recognize and remark about his merits. Tactfully suggest improvements. Be very careful when you point out shortcomings. Show how necessary it is to do one's best all the time. Create, if you can, for him a great enthusiasm for his work. Enthu-

siasm is only a little more than interest plus energy. Awaken a desire to do superior work. The lure of doing superior work leads on to self-respectibility. When one has self-respect and a motivated driving force or an incentive, be that incentive, a prize, a home or a wife, he is a conqueror in the battles of life. He has solved the problems of vocational maladjustment. His untiring energy and ethusiastic efficiency make him a worthwhile success, instead of a failure.

Coincident with doing superior work is the problem of getting a raise. Some thoughts the guide should impress upon his client are these. As soon as some people spurt up their output in quantity and quality they think they should ask for a raise. One should never do that. The boss likes to think he is running his own business. Let your work and your willingness to work plus the ever increasing knowledge of your profession or occupation speak for themselves. To ask for a raise is to ask a favor. Merit, increased knowledge of the work and output form the basis for a raise in wages. But from the point of view of the concern competition is so great that cost of production must be kept at a minimum, stockholders have to be paid their dividends and the quality of the product must be A#1. Show that your work is superior to that of any other employee in your group. Improve daily. You must earn more money for the firm before you expect them justifiably to increase your wages.

Some people lose out in their fight for success be-

mass is only a little more than interest, the energy, whence a desire to do superior work. The fire of doing superior work leads on to self-responsibility. When one has self-respect and a motivated driving force - an incentive, be that incentive, a price, a home or a wife, he is a conqueror in the battles of life. He has solved the problems of vocational misadjustment. His multiple energy and enthusiastic efficiency make him a worthwhile success, instead of a failure.

Colonident with doing superior work is the problem of getting a raise. Some thoughts the pride should impress upon his client are these. As soon as an employee spurt a higher output in quantity and quality they think they should get a raise. One should never do that. The less time in which he is running his own business. Let your work and your efficiency be more than ever increasing knowledge of your proprietor or employer a - - for themselves. To get for a raise is not a favor. Profit, increased income, higher work and output from the boss for a raise is wrong. Put from the point of view of the proper composition is so first that cost of production must be kept at a minimum, stockholders have to be paid their dividends and the quality of the product must be met. Show that your work is superior to that of any other employee in your group. Improve duty. You must earn more money for the firm before you expect them to pay (?) to increase your salary.

Some people lose out in their fight for success because

cause they are not economical. They do not direct nor conserve their mental and physical energies properly. Here are five simple habits which will help you succeed:

'1. Get down to business at once.

2. Do the hardest and most unpleasant job first.

3. Stick to one job until it is finished.

4. Keep well rested.

5. Believe in yourself, your job, your life plan.'(19)

From the financial standpoint thrift is an absolute essential. The old addage is 'it is not what you make it's what you save.' There are four aspects of thrift; earning, saving, investing, spending. Yes, but the question is, how can one save without being "tight"? Here's how! "Work and earn. Make a budget. Keep a record of all expenditures. Have a bank account. Pay all bills promptly. Carry insurance. Share with others. Plan to earn your own home. Invest in safe securities. Make a will."(20)

Idealizing A Vocation.

The mechanization of society is fast producing a materialistic spirit and outlook in the minds of mankind. Pragmatism is the philosophy of many a worker. There is a

---

(19) Ibid adapted from advice given on P. 177.

(20) Teeter, V. A., "A Syllabus on Vocational Guidance," Macmillan Co., N.Y. 1928. Lesson 17.

cause they are not economical. They do not direct nor conserve their mental and physical energies properly. Here are five simple habits which will help you succeed:

'1. Get down to business at once.

2. Do the hardest and most unpleasant job first.

3. Stick to one job until it is finished.

4. Keep well rested.

5. Believe in yourself, your job, your life plan.'(19)

From the financial standpoint thrift is an absolute essential. The old adage is 'it is not what you make it's what you save.' There are four aspects of thrift; earning, saving, investing, spending. Yes, but the question is, how can one save without being "stingy"? Here's how! Work and earn. Make a budget. Keep a record of all expenditures. Have a bank account. Pay all bills promptly. Carry insurance. Share with others. Plan to earn your own home. Invest in safe securities. Make a will."(20)

Idealizing A Vocation.

The mechanization of society is fast producing a materialistic spirit and outlook in the minds of mankind. Pragmatism is the philosophy of many a worker. There is a

---

(19) Ibid adapted from advice given on P. 177.

(20) Teeter, V. A., "A Syllabus on Vocational Guidance," Macmillan Co., N.Y. 1929. Lesson 17.

great need to reestablish ideals in the minds of workingmen--of humanity. What is an ideal? An ideal is a great idea emotionalized. If we are to covet the highest good for those who work we must spiritualize industrialism and the professions. For we are agreed I think that religious ideals contain the highest values. Man cannot--must not, be killed in soul and body by the very machines he has created. No one is better fitted to help spiritualize the industrial order than the ministry. No one can spiritualize the separate vocations any better than the minister trained as vocational counselor.

"Industrialism shifts populations from place to place; it dissolves old connections, and creates new ones, separating people who were together, and bringing together those who were strangers; it produces a large scale consciousness of one another, but without makeing the reorganization of human relations any part of its main business. The all-absorbing industrial system is not organized and run with reference to its main output, a changed humanity."(21) How can humanity be changed? It can be given new motives, encouragement, a driving power to make good by being shown how necessary these are to success. Humanity can be given a new vocational ideal, to do its utmost best in everything undertaken. How can each person do this? First of all, each man must know himself. He must recognize and alter his shortcomings and use all his good points to the best advantage. Second, he should be himself on all occasions.

---

(21) Coe, G. A., "The Motives of Men," Charles Scribner's Sons, N.Y. 1928. PP. 48-49.

great need to reestablish ideals in the minds of workingmen--or humanity. What is an ideal? An ideal is a great idea spiritualized. If we are to covet the highest good for those who work we must spiritualize industrialism and the professions. For we are agreed I think that religious ideals contain the highest values. Man cannot--must not, be killed in soul and body by the very machines he has created. No one is better fitted to help spiritualize the industrial order than the ministry. No one can spiritualize the separate vocations any better than the minister trained as vocational counselor.

"Industrialism shifts populations from place to place; it dissolves old connections, and creates new ones, separating people who were together, and bringing together those who were strangers; it produces a large scale consciousness of one another but without waking the reorganization of human relations any part of its main business. The all-absorbing industrial system is not organized and run with reference to its main output, a changed quantity."(21) How can humanity be changed? It can be given new motives, encouragement, a driving power to make good by being shown how necessary the same to success. Humanity can be given a new vocational ideal, to do its utmost best in everything undertaken. How can each person do this? First of all, each man must do it himself. He must recognize and alter his shortcomings and use all his good points to the best advantage. Second, he should be himself in all occasions.

---

(21) Ode, G. A., "The Nature of Man," Charles Scribner's Sons, N.Y. 1928. PP. 46-49.

The genuine personality takes precedence over the imitation every time. No one likes deceit. Third, he should use all his special talents in work, at his play, in his home--wherever he is, for the advancement and good of everything and everybody. Fourth, he should never fail to recognize ability and talent in others. Fifth, he should be honest, be of good cheer and lift more than his share of the load. Sixth, he should never forget to worship and be grateful to God for all his benefits. Finally, he should hold tenaciously to his ideal always trying to perfect himself in accordance with it.

Not only must the workingman accept a new and lofty ideal to perfect the industrial order; but also the captains of industry and employers almost without exception must do the same thing. If many of our industries actually practiced the golden rule they profess to do, it wouldn't be so bad. But some of the m are the rankest hypocrites. For instance, I know a certain shoe company whose heads have put on an archway at the entrance to the town this inscription, "As ye would that men should do to you, do ye also to them likewise."(22) They have build and sold houses at cost to the workers. They have great resturancts where meals can be purchased very reasonably. They have provided swimming pools, playgrounds, dancehalls, parks, a race-track for the amusement of their employees. It is possible for the employees

---

(22) Luke 6: 31.

The genuine personality takes precedence over the imitation every time. No one likes deceit. Third, he should use all his special talents in work, at his play, in his home--wherever he is, for the advancement and good of everything and everybody. Fourth, he should never fail to recognize ability and talent in others. Fifth, he should be honest, be of good cheer and lift more than his share of the load. Sixth, he should never forget to worship and be grateful to God for all his benefits. Finally, he should hold tenaciously to his ideal always trying to perfect himself in accordance with it.

Not only must the workingman accept a new and lofty ideal to perfect the industrial order; but also the captains of industry and employers almost without exception must do the same thing. If many of our industries actually practiced the golden rule they profess to do, it wouldn't be so bad. But some of them are the rankest hypocrites. For instance, I know a certain shoe company whose heads have put up an archway at the entrance to the town this inscription, "As ye would that men should do to you, do ye also to them likewise."(22) They have build and sold houses at cost to the workers. They have great restaurants where meals can be purchased very reasonably. They have provided swimming pools, playgrounds, dancehalls, parks, a race-track for the amusement of their employees. It is possible for the employees

---

(22) Luke 6: 31.

to buy shares in the company. And yet the wages paid to the workers are less than those paid by a number of other shoe companies. Besides who likes to have his new house all planned and built for him, his recreation all systematized and supervised and worst of all to feel he is underpaid? Employers must actually give a square deal to their employees. Instead of having an expanding output ideal for the material side of the industry, employers need an ideal which allows each employee to extend his best self. If humanity is to be saved from labor unrest, labor strikes, unemployment and even war, the capitalistic group of the economic system will have to change its tactics and actually put in practice the golden rule and keep practicing it. The entire economic system must get a spiritualized ideal which will lift up humanity. The minister working as vocational guide can help everyone concerned to establish such an ideal.

Summary.

The vocational guidance movement has developed scientifically thru a study of the attributes of the individual and a study of the advantages and disadvantages of the various occupations, industries and professions in the world today. The vocational counselor studies carefully the intellectual, emotional and social development of each person who comes to him for guidance. He investigates the complete personality to find out in what field his client's interests are focused. He places before the client the unvarnished truth about the occupation or vocation of his choice and if possible, when the client is adequately prepared, places him in contact with employers in the chosen field.

The minister acting as vocational guide should have training in sociology, economics, psychology, education theory, industrial problems, vocational guidance and counseling. He should have an up-to-date library equipment on the subject. He should know what the various colleges and schools offer as courses preparing one for the professions and occupations. He needs special equipment such as intelligence, measuring scales and vocational aptitude tests and self-analysis charts. In fact his equipment should be as up-to-date and as complete as possible.

The ministerial vocational guide will have a four-fold task, namely, educational guidance, occupational guidance, helping the individual to evaluate himself and adjusting of the maladjusted.

Summary.

The vocational guidance movement has developed scientifically thru a study of the attributes of the individual and a study of the advantages and disadvantages of the various occupations, industries and professions in the world today. The vocational counselor studies carefully the intellectual, emotional and social development of each person who comes to him for guidance. He investigates the complete personality to find out in what field his client's interests are focused. He places before the client the governed truth about the occupation or vocation of his choice and if possible, when the client is adequately prepared, places him in contact with employers in the chosen field.

The minister acting as vocational guide should have training in sociology, economics, psychology, education theory, industrial problems, vocational guidance and counseling. He should have an up-to-date library equipment on the subject. He should know what the various colleges and schools offer as courses preparing one for the professions and occupations. He needs special equipment such as intelligence, measuring scales and vocational aptitude tests and self-analysis charts. In fact his equipment should be as up-to-date and as complete as possible.

The minister-vocational guide will have a four-fold task, namely, educational guidance, occupational guidance, helping the individual to evaluate himself and adjustment of the maladjusted.

In educational guidance he will point out the necessity of having a definite life work motive. He will guide the unprepared to the right educational institutions. The guide will have to be a scientific judge of character and vocational aptitudes.

In helping the individual to judge himself the guide will furnish each client with a good self-analysis chart and give advice and help only when asked to do so. The guide will need to help make the summary and conclusion of the self-analysis chart.

In occupational guidance the counselor will have to have an inexhaustive fund of occupational information selected and arranged in an usable form for his clients. The guide will have to be able to answer many problematical vocational questions. He will need to show his client how to get a job.

In the field of the vocationally maladjusted the minister as guidewill be able to help the individual laboring under handicaps or difficulties to adjust himself to his job and environment. He will be able to help him take the right attitude toward his work. He can try to awaken a deeper interest in the work, (superior work). He can teach the right approach to getting a raise in wages. The ministerial guide can teach him how to be thrifty. A very important task the minister can accomplish is to spiritualize the vocation from top to bottom.

It must be kept in mind that vocations like life are constantly changing and that human nature is just as adaptable as vocations are changeable. One is continuously becoming fit

In educational guidance he will point out the necessity of having a definite life work motive. He will guide the unprepared to the right educational institutions. The guide will have to be a scientific judge of character and vocational aptitudes.

In helping the individual to judge himself the guide will furnish each client with a good self-analysis chart and give advice and help only when asked to do so. The guide will need to help make the summary and conclusion of the self-analysis chart.

In educational guidance the counselor will have to have an inexhaustive fund of occupational information collected and arranged in accessible form for his clients. The guide will have to be able to answer many problematical vocational questions. He will need to show his client how to get a job.

In the field of the vocationally maladjusted the minister as guide will be able to help the individual laborer under handicaps or difficulties to adjust himself to his job and environment. He will be able to help him take the right attitude toward his work. He can try to awaken a deeper interest in the work (superior work). He can teach the right approach to getting a raise in wages. The ministerial guide can teach him how to be thrifty. A very important task the minister can accomplish is to maintain the vocation from too to bottom.

It must be kept in mind that vocations like life are constantly changing and that human nature is just as adaptable as vocations are changeable. One is continuously becoming fit

for his vocation he is never completely adequate.

The greatest service which vocational adjustment renders is not to select a vocation for a person nor to pick out workers for employers. But it best serves in promoting the interests of the worker at work, inspiring him to do his work at top-notch efficiency and recognize the future possibilities in his work and in himself.

BIBLIOGRAPHY

I. Allen, F.J. A Guide to the Study of Occupations Harvard University Press, Cambridge, Mass. 1921 Entire book.

2. Allen, C.R. The Instructor, the Man and the Job J.B. Lippincott Co. Phila. 1920 Appendix, Ch's. I, 2, 3, 4.

3. Bloomfield, M. Readings in Vocational Guidance Ginn and Co. Boston. 1915 Ch. I.

4. Brewer, J.M. The Vocational Guidance Movement Macmillan Co. N.Y. 1918 Preface, Ch's. I, 2.

5. Bureau of Vocational Information Training for the Professions and Allied Occupations N.Y. 1924 Ch. I.

6. Coe, G.A. The Motives of Men Charles Scribner's Sons N.Y. 1928. CH's. 7, 15, 16, 17.

7. Davis, J.B. Vocational and Moral Guidance Ginn and Co. Boston. 1914. Ch's. 6, 8.

8. Edgerton, A.H. Vocational Guidance and Counseling Macmillan Co. N.Y. 1926. Ch's. 2, 4, 7, 9.

9. Fishbein and White (Edit) Why Men Fail Century Co. N.Y. 1928. Ch's. 2, 5, 8, 10, 11, 12, 13.

10. Hinkle, B.M. The Recreating of the Individual Harcourt, Brace and Co. N.Y. 1923 Ch. 5.

11. Hollingworth, H.L. Judging Human Character D. Appleton and Co. N.Y. 1923. Entire book.

12. Jones, A.J. Principles of Guidance McGraw-Hill Book Co. N.Y. 1930. Surveyed the book.

13. Kitson, H.D. The Psychology of Vocational Adjustment J.B. Lippincott Co. Phila. 1925. Ch's. 1, 2, 4, 5, 6, 7, 8, 10, 13.

BIBLIOGRAPHY

1. Allen, W.J. A Guide to the Study of Occupations
Harvard University Press, Cambridge, Mass. 1921
Entire book.

2. Allen, G.R. The Instructor, the Man and the Job
J.B. Lippincott Co. Phila. 1920 Appendix, Ch's. 1, 2, 3, 4.

3. Bloomfield, M. Readings in Vocational Guidance
Ginn and Co. Boston. 1915 Ch. 1.

4. Brewer, J.M. The Vocational Guidance Movement
Macmillan Co. N.Y. 1918 Preface, Ch's. 1, 2.

5. Bureau of Vocational Information Training for the
Professions and Allied Occupations N.Y. 1924 Ch. 1.

6. Coe, G.A. The Motives of Men Charles Scribner's Sons
N.Y. 1928. Ch's. 7, 14, 16, 17.

7. Davis, J.B. Vocational and Moral Guidance Ginn and Co.
Boston. 1914. Ch's. 6, 8.

8. Edgerton, A.H. Vocational Guidance and Counseling
Macmillan Co. N.Y. 1925. Ch's. 2, 4, 7, 9.

9. Fishbein and White (Edit.) Why Men Fail Century Co.
N.Y. 1928. Ch's. 2, 5, 8, 10, 11, 1213.

10. Hinkle, R.M. The Recreating of the Individual
Harcourt, Brace and Co. N.Y. 1923 Ch. 5.

11. Hollingworth, H.L. Judging Human Character D. Appleton
and Co. N.Y. 1923. Entire book.

12. Jones, A.J. Principles of Guidance McGraw-Hill Book Co.
N.Y. 1930. Surveyed the book.

13. Kitson, H.D. The Psychology of Vocational Adjustment
J.B. Lippincott Co. Phila. 1925. Ch's. 1, 2, 3, 5, 7, 8, 10, 13.

I4. Kitson,H.D. How to Find the Right Vocation Harper and Brothers. N.Y. I929 Ch's.2,3,4,5,6,7,8,9,IO,II.

I5. Laird,D.A. Increasing Personal Efficiency Harper and Brothers. N.Y. I929. 2nd.Ed. Ch's.I,2,3,8,9,IO,II, I2,I3, I5,I7.

I6. Murchison,C.(Edit.) Psychologies of I925 Clark Univ. Press, Worcester, Mass. Ch.I6 by Knight Dunlap

I7. Overstreet,H.A. About Ourselves W.W.Norton and Co. N.Y. I927. Ch.I9.

I8. Parsons,F. Choosing a Vocation Houghton Mifflin Co. Cambridge,Mass. I909. Ch's.I,2,3,6.

I9. Principles of Vocational Guidance as Formulated and Adopted in I924 by the National Vocational Guidance Association.

20. Review of Reviews October,I930. Census Bureau Report on Unemployment.

2I. Rosengarten,W. Choosing Your Life Work McGraw-Hill Book Co. N.Y. I924. Ch.2.

22. Russell, Bertrand Proposed Roads to Freedom Henry Holt and Co. I9I9. Ch.4.

23. Teeter,V.A. A Syllabus on Vocational Guidance Macmillan Co. N.Y. I928. CH'S. 4,5,I5,I7.

24. Vandersall,S.B. Christian Vocations Defined (Circular).

25. Vaughan,W.F. The Lure of Superiority Henry Holt and Co. N.Y. I928. Ch's. I,5.

26. White,Wm. The Mechanisms of Character Formation Macmillan Co. N.Y. I926. Ch's.2,3,4.

BOSTON UNIVERSITY
1 1719 02574 9252